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ABSTRACT

In 1961, the American Association of School Librarians requested a status study to identify elementary, junior and senior high school library programs which serve as instructional materials centers (IMC). An IMC library provides all types of instructional materials and services for teachers and pupils. Initial findings, which were tabulated after visits to the individual facilities, indicate that 472 school libraries in 28 states participated in the study and functioned as IMC programs. In 1964, school library supervisors in 41 states and the District of Columbia provided information about 259 additional schools raising the total to 731. Based on the quantity of resources and quality of programs and services identified, the libraries were grouped into five categories ranging from those with outstanding resources and service programs (type I) to those whose resources were less than adequate but were functioning as IMC programs (type V). The study indicated a relationship between: (1) IMC programs of library service; (2) librarians holding professional degrees; (3) availability of library schools; (4) state and school systems with library supervisors and (5) recommendations of national, regional and state standards for school libraries. Numerous charts, figures and tables amply illustrate the study's data. (NH)

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THE IDENTIFICATION AND ROLE OF SCHOOL LIBRARIES THAT FUNCTION AS INSTRUCTIONAL MATERIALS CENTERS AND IMPLICATIONS FOR LIBRARY EDUCATION IN THE UNITED STATES

BY
ALICE LOHRER

LI 001900

Graduate School of Library Science
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1970

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CHAPTER I

INTRODUCTION

Much has been written in the last few years regarding the many changes occuring in the world about us. Some of these have long been predicted; others have happened almost without notice; while a few have reversed predicted trends. Technological advances in science and in industry have had the greatest impact upon our daily lives. Mass media of communication, as one example, have brought the peoples of the world closer together, have highlighted the differences and similarities in cultures and politics around the world, and have changed the learning and leisure patterns of many millions of people -- young and old alike. The impact of these new developments has thus been felt everywhere.

One of the by-products of the communications revolution has been its influence upon our schools and upon our understanding of the learning process. Research studies by specialists in communication, by psychologists, by educators, and by librarians have highlighted the need for teacher awareness of the possibilities and limitations of mass media and of reading at all levels of education.

Our professional associations in education, in the subject areas, and in the library field have a long history of interest and activity in reading, in mass communication, and in the related field of audio-visual education. Research, however, has been fragmented and the implications of the findings have usually pertained to the specialized interest of each organization. Yet the implied concern of all educators is the provision of quality education at the least cost for every child so that each may have the opportunity to become a responsible and educated citizen in a democratic society.

The unexpected population explosion in the United States, coupled with the slowdown in building schools necessitated by World War II has resulted in a serious crisis in our schools and colleges today. Lack of classrooms, lack of teachers, lack of adequate tools for learning, and lack of school libraries to service pupils and teachers have focused the attention of the nation on the problem. Government and foundation help has been sought to find answers and to try new experiments in teaching; much has been and is continuing to be accomplished. One of the areas in which changes are taking place is in the school library.

The role of the school library has been constantly changing until now it has developed into a service agency providing the tools of learning in a well-organized fashion, with professional staff participating actively in the teaching process and clerical staff handling routines associated with book and nonbook materials. The library has come to be accepted as an essential part of many of our modern schools. National, regional, and state standards for our schools and libraries reflect the changing needs of schools and the attitude of school administrators and faculty toward the tools of learning necessary for modern teaching.

The school library is a product of the twentieth century. Pioneer efforts were identified around 1901 and numbers slowly increased. But with the C. C. Certain Standards of 1918[1] focusing attention for the first time on the quantitative needs of school libraries, the movement gained national impetus. Many educators recognized that each child was unique in his potential for learning, and that his personal experiences, interests, and needs were significant in relation to his ability to master the fundamentals of education. Changes in teaching methods took place, and the single textbook was found to be inadequate. Libraries were needed with collections including many books, pamphlets, magazines, and pictures selected to meet individual differences. A professional library staff to select, order, organize, administer, and service the reading resources of the school was deemed essential. Regional and state standards were drawn up in the early 1920's to assist secondary schools in the establishment of school libraries. Periodically the standards have been modified and reflect the changing role of the school library. Later national standards of the American Library Association (ALA) included recommendations for libraries in all schools, including elementary and junior high schools as well as four year high schools. Recent statistics show that over 94 percent of the junior and senior high schools of today have centralized school libraries, while approximately 50 percent of the elementary schools provide some library service.[1] Discouraging as the elementary school library picture is, the percentage is increasing each year; however adequacy of resources, staff, and budget does not automatically follow the establishment of a central library in a school.

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[1] National Education Association of the U. S. Department of Secondary Education. Committee on Library Organization and Equipment. Standard Library Organization and Equipment for Secondary Schools of Different Sizes. Washington, 1918.

An analysis of school library standards as they have developed over the past forty-six years gives evidence of change regarding the nature of the collections and the philosophy of services and library programs. The school library of today is no longer considered merely as a repository for books and printed materials but is described in the 1960 Standards for School Library Programs as

> flexible in its program of services and in the scope of the materials of communication contained in its collections, as it meets the changing needs of the school that it serves. ... The school library is a materials center, an instructional resource center, or any of the equivalent terms now springing into existence. ... For the school library, through books, films, recordings, and other materials, goes beyond the requirements of the instructional program, and unfolds for the many private quests of children and young people the imagination of mankind.[2]

The 1960 edition of the Evaluative Criteria of secondary schools and the 1963 edition of the Evaluative Criteria for Junior High Schools, sponsored by the

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[1] U. S. Office of Education. Library Services Branch. Public School Library Statistics, 1962-63. Washington: U. S. Department of Health, Education, and Welfare, Office of Education, 1964, p. 1.

[2] American Association of School Librarians. Standards for School Library Programs. Chicago: American Library Association, 1960, p. 13.

National Study of Secondary School Evaluation, refer to the school library and the audio-visual department as instructional materials centers, and state[1] that some schools have developed both a library and a separate administrative organization to provide services for the newer media of communication, namely, an audio-visual department.

> Others have developed an integrated administrative unit, generally called the instructional materials center, which furnishes all the services usually associated with the library and in addition, provides the services connected with audio-visual materials, radio, and television.[2]

THE PROBLEM

On the assumption that standards and recommendations drawn up by the national, regional, and state educational and library organization do reflect the administrative patterns and services of the institutions they are evaluating, a status study was requested in 1961 by the American Association of School Librarians to identify school library programs which actually serve as instructional materials centers at the elementary, junior, and senior high levels by providing all types of instructional materials and services for teachers and pupils.

In recommending the study, it was further believed that data could be secured from such schools to assist in the improvement of existing libraries which now do not function as materials centers and to provide guidelines for new school libraries planning to serve as such centers. Many requests for such information have been made by school administrators, school boards, school librarians, audio-visual specialists, school library supervisors, curriculum specialists, library schools, teacher training institutions, and state officials. They want to know where such programs now exist, what the nature of the program is, what improvements have resulted in the quality of the teaching programs, and the cost involved.

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[1] National Study of Secondary School Evaluation. *Evaluative Criteria; 1960 Edition.* Washington: National Study of Secondary School Evaluation, 1960, p. 257.

[2] *Ibid*, p. 257.

On the assumption that changes have been taking place in the services and programs of many school libraries, it was further assumed that these changes are of significant value to library educators in the formulating of curricula for the preparation of school librarians as instructional materials specialists to administer these libraries and programs.

To assist in providing data for the formulation of programs of instruction for school library specialists, it was believed that competencies needed by librarians serving as instructional materials specialists could be identified by school librarians performing these tasks and services.

Since Section 731, Part B of Title VII of Public Law 85-864 directs the U. S. Office of Education, Educational Media Branch, "to disseminate information concerning new educational media to State or local educational agencies for use in their public elementary or secondary schools, and to institutions of higher education," a request dated April 25, 1961, was made to the U. S. Commissioner of Education to have conducted a study of the nation's schools for the purpose of identifying such school libraries. Pursuant to Section 731 (5) of Public Law 85-864, the U.S. Office of Education decided that such a study should be conducted under the auspices of a graduate library school. The University of Illinois Graduate School of Library Science was awarded the contract to conduct the survey, and the contract was officially approved October 11, 1961.

The proposal states that school libraries can be identified which function as instructional materials centers as defined by the Evaluative Criteria, 1960 Edition, and that educational programs at the undergraduate and graduate levels are being formulated to prepare qualified and competent specialists in the management of libraries which function as instructional materials centers. The statement in the Evaluative Criteria indicates:

> The major purpose of the instructional materials center is to serve the established aims of the total educational program by (1) providing a rich variety of materials, including books and other printed materials,

> recordings, still and motion pictures, filmstrips, and other audio-visual materials and resources, for use by teachers and students as individuals and in groups; (2) offering leadership in developing techniques for the use of various materials by teachers and students; (3) making available facilities, services, and equipment necessary for the selection, organization, and use of instructional materials; and (4) furnishing facilities for and assistance in the production of instructional materials and displays.[1]

This statement has the approval of the American Association of School Librarians of ALA and of the Division of Audio-Visual Instruction of the National Education Association (NEA). It also serves as a guideline for the regional accrediting associations.

GENERAL METHOD AND PLAN FOR THE STUDY

The progess report[2] of this study published in the proceedings of a conference held under the auspices of the U.S. Office of Education on May 16-18, 1962, describes in some detail the preliminary methods employed in the study.

The first phase was a literature search to ascertain: (1) statements of philosophy and definitions of terms describing the role of the school library as an instructional materials center, (2) the number of schools reporting programs of service reflecting the instructional materials concept, (3) studies of competencies needed by school librarians and audio-visual specialists, (4) the existence of evaluative instruments devised especially to determine the quality of programs of services and resources of school libraries, and (5) the nature of information regarding undergraduate and graduate programs of instruction for the preparation of school librarians as materials specialists.

From information obtained, a card file of school libraries was compiled. Then to each state school library supervisor or state educational agency, and to each city, town, and county school library supervisor was sent a list of the school libraries in their respective areas that had been so identified. A letter accompanied the list asking their help in confirming or correcting the findings, by adding other school libraries not identified, and by starring those that they considered worth visiting.

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[1] *Ibid.*, p. 257

[2] Lohrer, Alice. "School Libraries as Instructional Materials Centers With Implications for Training: A Progress Report of This Study Under Title VII, National Defense Education Act. In Mary Helen Mahar, ed. *The School Library as a Materials Center*... Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1963, pp. 12-13.

A detailed interview schedule (see Appendix A,pp. 1-37) was prepared and pretested for use, by visits to elementary, junior, and senior high schools. This Checklist included the following sections: (1) background data regarding the school, (2) the size, professional preparation, experience, and needed competencies of the professional staff, (3) resources of all types of media available to pupils and faculty in the library, in other collections in the school, or from a local materials center, (4) the administrative organization of these resources, (5) the equipment and facilities available for servicing these resources, and (6) the budget provisions for securing them. The recommendations of the Standards for School Library Programs[1] were quoted where pertinent to serve as a guide for evaluating the holdings of each school, and to serve as a checklist for schools that met or were attempting to meet national standards. The Checklist schedule was pretested in eight selected elementary, junior, and senior high schools in Indiana visited in December 1961.

Findings of the literature search, information from the American Library Association, and reports from the fifty states made it possible to work out an itinerary[2] for school library visits for the period of February to June 1962. In order to insure, as far as possible, that the schools selected did have library programs as defined by the study, school libraries were visited throughout the country and the Checklist was left to be completed by those tentatively identified.

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[1] American Association of School Librarians, op. cit.

[2] See Appendix B, pp.1-15.

School library supervisors accompanied the investigator on the visits of their local schools. When time did not permit visits to similar local school libraries, some additional checklists were distributed by the library supervisors.

A delay of five months in receiving the final approval of the study made it impossible to complete the school visits in the time originally set forth in the proposal. School visits continued into the second year of the study from September 1962 until April 1963 and had to be fitted into a full-time teaching schedule to which the investigator had returned. When the checklists were returned, they were coded for IBM tabulation, and tables of data were compiled.

In addition to school libraries, visits were made to several undergraduate library schools, and to all but three of the accredited library schools of 1962 to learn of their program to prepare school librarians as materials specialists. Requests for college catalogs were also sent to each college or university in the country which had been identified through previous studies as offering such instruction; the college catalogs were analyzed and tables prepared regarding the degree structure, faculty responsibility, the philosophy and program of offerings for the school librarian. Information was also sought from the state school library supervisors as to the nature of library programs offered for school librarians in their state.

LIMITATIONS OF THE STUDY

The study is comprehensive in that it is designed to cover all fifty states and all grade levels of public schools from kindergarten through senior high school. It is limited, however, in that it includes only those school libraries which function within the philosophy of the instructional materials center. Although all the states were contacted, some are not represented in the study because the organization of library programs within a state was not a unified approach to all instructional materials at the time the study was started, or because such information was unavailable to the investigator.

In a country as complex and as vast as the United States and with constant changes taking place each year in the schools of our country, it is difficult to conduct a status study in any year on any subject and have its data up-to-date or complete when the study has ended. All that could be attempted in this study was to make every effort to secure data that were meaningful and representative of information requested. Within the limitations of time, money, and personnel available to carry out this study of school libraries, every effort was made to identify schools having libraries functioning as instructional materials centers.

As stated previously, information regarding the schools to be studied came from school library supervisors or state educational agencies. At the time the study was started, several states were without state school library supervisors. Many state and local areas have since added school library supervisors to their staff. Information from these sources was therefore unavailable when the study was started. Although the study was publicized, many independent schools without library supervisors were unaware of the study or were too busy to make known their programs of library service. Private and parochial schools, with one or two exceptions, were not included in the study. Although district and system materials centers and educational television and radio studios were visited, no effort has been made to include these centers in this report.

Tabulations that are included represent findings reported in the checklist schedule returned from schools during the months of June 1962 to May 1963. Some of the schedules were lost in the mail, and some were returned too late to be included in the IBM codings, but they have been included in other tables. Some schedules were incompletely filled out and have been so noted. This will account for differences in the number of schools reported in different tables.

It is thus apparent that many schools are omitted. New schools built after the study was underway have not been included, as well as programs that have been in a state of reorganization since the beginning of the study. Schools that have traditional library programs of servicing only printed materials have not been included. Only a very limited number of schools are included which have a separate library program and a separate audio-visual program, but those which have been included have a well-coordinated program of servicing all types of materials and were highly recommended by the appropriate library supervisor.

No attempt was made to evaluate the quality of service except in a very general way. Observations of programs in operation, discussions with librarians, supervisors, principals, and teachers as well as examination of the completed Evaluative Criteria, 1960 Edition when available, do give some evidence of quality of services. In the checklist, there are many opportunities included for evaluating the programs of these instructional materials centers in terms of the quantitative standards recommended by the American Library Association. It also provides opportunity for evaluation by the librarian of the adequacy of his own program and the importance of a particular item in his own school situation or experience. The checklist thus serves as an aid in evaluation and as a commentary on the acceptance of the ALA standards by practicing librarians. All of these items, however, were not checked by all librarians. But from the data compiled some indication is available of those schools that are attempting to meet national standards, those that fall far below approved recommendations, or those that are in beginning stages of development.

A number of tables were completed in time to have them verified by the school library supervisors who attended the American Library Association Conference at St. Louis in June 1964. Additional data were sent by these supervisors to complete the charts. Directors of graduate library schools verified charts pertaining to their library education programs at a library education meeting held in Chicago in 1963. Other data for the library schools represent information taken from the schedules or from available college catalogs. Neither time nor money was available to verify all tabulations, but careful spot checking has been made whenever possible to detect obvious errors.

CHAPTER II

GENERAL FINDINGS OF THE STUDY

As the status study progressed a few general impressions began to emerge. Later these observations were confirmed as tabulations were completed for the participating schools. One fact evident from school visits was that there were many schools with libraries functioning as instructional materials centers, and that these were to be found at each educational level and in all parts of the United States. Since the 1960 Standards for School Library Programs[1] advocates that a school library function as a materials center, this was particularly interesting because efforts had been and were being made by chapters of the American Association of School Librarians in many states to publicize and to implement the recommendations. Programs had been planned to educate both the librarians and those responsible for school policies and administration concerning the development and purpose of the standards. Concerted action was being taken to bring about achievement of the standards through the School Library Development Project[2] established by the American Association of School Librarians with funds provided by a grant of $100,000 from the Council on Library Resources, Incorporated. With definite projects being undertaken to bring about achievement of the standards, it might be assumed that many schools would have reached or surpassed the quantitative standards for staff, materials, and budget within three years after their publication. The philosophy of the school library functioning as a service center to provide resources of print and nonprint materials for pupils and teachers was evident in all but one or two of the schools visited.

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[1] American Association of School Librarians, op. cit.

[2] Kennon, Mary Frances and Doyle, Leila Ann. Planning School Library Development. Chicago: American Library Association, 1962.

When the tabulations were completed, there were 411 school library programs identified through the checklist and an additional sixty-one schools visited that did not return a checklist, making a total of 472 school libraries in the study. These were found in 30 states, and 203 schools offering such programs were visited by the investigator. Chart 1 lists these states in rank order by the number of such schools identified through the checklist and visits.

Chart 1

Rank Order of the States by Number of School Libraries Identified

Rank		Total Number of School Libraries Identified Through the Study	Number of School Libraries Visited	DIMC* Visited	State School Library Consultant Visited
1	Virginia	62	7	4	1
2	Florida	61	25	7	1
3	Maryland	41	5	4	1
4	North Carolina	38	15	3	1
5	Illinois	33	29	6	1
6	Indiana	29	11	2	0
7	Louisiana	19	15	3	0
8	Minnesota	18	8	5	1
9	Kentucky	17	9	3	1
9	Pennsylvania	17	3	3	0
10	Tennessee	15	10	4	1
11	Michigan	14	11	3	2
12	New Jersey	12	2	1	1
12	Washington	12	7	5	1
13	Wisconsin	11	10	0	0
14	Texas	10	5	1	0
15	Delaware	9	1	0	1
15	Oregon	9	6	2	1
16	Alabama	8	2	0	1
17	Arkansas	6	1	0	1
17	New York	6	6	3	1
17	South Carolina	6	4	0	1
18	California	5	2	10	1
19	Ohio	4	4	1	0
19	New Hampshire	4	2	0	1
20	Georgia	3	2	1	1
21	Connecticut	2	0	2	0
22	Massachusetts	1	1	1	0
23	Arizona	0	0	5	0
23	Colorado	0	0	2	0
Total:	30	472	203	81	21

*District Instructional Materials Centers

The data can also be summarized in Chart 2 by using the eight regions of the United States. These eight regions have been set up by the U.S. Office of Education and they have been adopted recently by the American Association of School Librarians for their regional groupings. The map in Figure 1 shows these regional groupings. Figure 2 indicates on the map the number of school libraries identified in each state by this study. An analysis of this information shows that three states in the New England area, six states in the Plains States area, two states in the Southeast area, three states in the Southwest area, five states in the Rocky Mountains area, and three states in the Far West area identified no school libraries which functioned as instructional materials centers. A glance at the map shows the concentration of these states to be in the northeast section of the United States and in the states west of the Mississippi River with seven exceptions. In each of sixteen states, information was obtained for ten or more schools. Virginia and Florida rank first and second each having over sixty school libraries so identified. Maryland, North Carolina, Illinois and Indiana rank next in that order. Chart 1 gives the complete listing of the thirty states in which such school libraries were found. Fourteen states in which no instructional materials centered school libraries were located had no state school library supervisor at the time the study was in progress. This made it difficult for the state agency responding to the request for information to be of assistance. Their letters indicated that they did not have the data requested. **Supervisors noted on Fig. 3.**

Many and varied were the schools represented in the study. They constitute a cross section of thirty-two patterns of grade levels. Some of the libraries were in small elementary schools serving only the primary grades of 1-3, or K-4, with the majority in schools serving grades K-6, 1-6, or any combination of these grades, as seen in Chart 3. The junior and senior high schools also varied as to grade levels, but the majority were of the 7-9, 9-12, and 10-12 groupings. There were several combinations of junior-senior high schools with the majority in the 7-12 category. The diversity of schools is evident in these tabulations.

Chart 2

School Libraries Identified by Regions

Region 1	States	Number of Schools Identified	Number of Schools Visited
New England (6 States)	Connecticut	2	0
	Massachusetts	1	1
	New Hampshire	4	2
Region 2			
Mideast (5 States)	Delaware	9	1
	Maryland	41	5
	New Jersey	12	2
	New York	6	6
	Pennsylvania	17	3
Region 3			
Great Lakes (5 States)	Illinois	33	29
	Indiana	29	11
	Michigan	14	11
	Ohio	4	4
	Wisconsin	11	10
Region 4			
Plains States (7 States)	Minnesota	18	8
Region 5			
Southeast (12 States)	Alabama	8	2
	Arkansas	6	1
	Florida	61	25
	Georgia	3	2
	Kentucky	17	9
	Louisiana	19	15
	North Carolina	38	15
	South Carolina	6	4
	Tennessee	15	10
	Virginia	62	7
Region 6			
Southwest (4 States)	Texas	10	5
Region 7			
Rocky Mountain (5 States)	None Participated in the Study		
Region 8			
Far West (6 States)	California	5	2
	Oregon	9	6
	Washington	12	7
Total	411 Returned Checklists	472	203

Regional Groupings of States by U.S. Office of Education

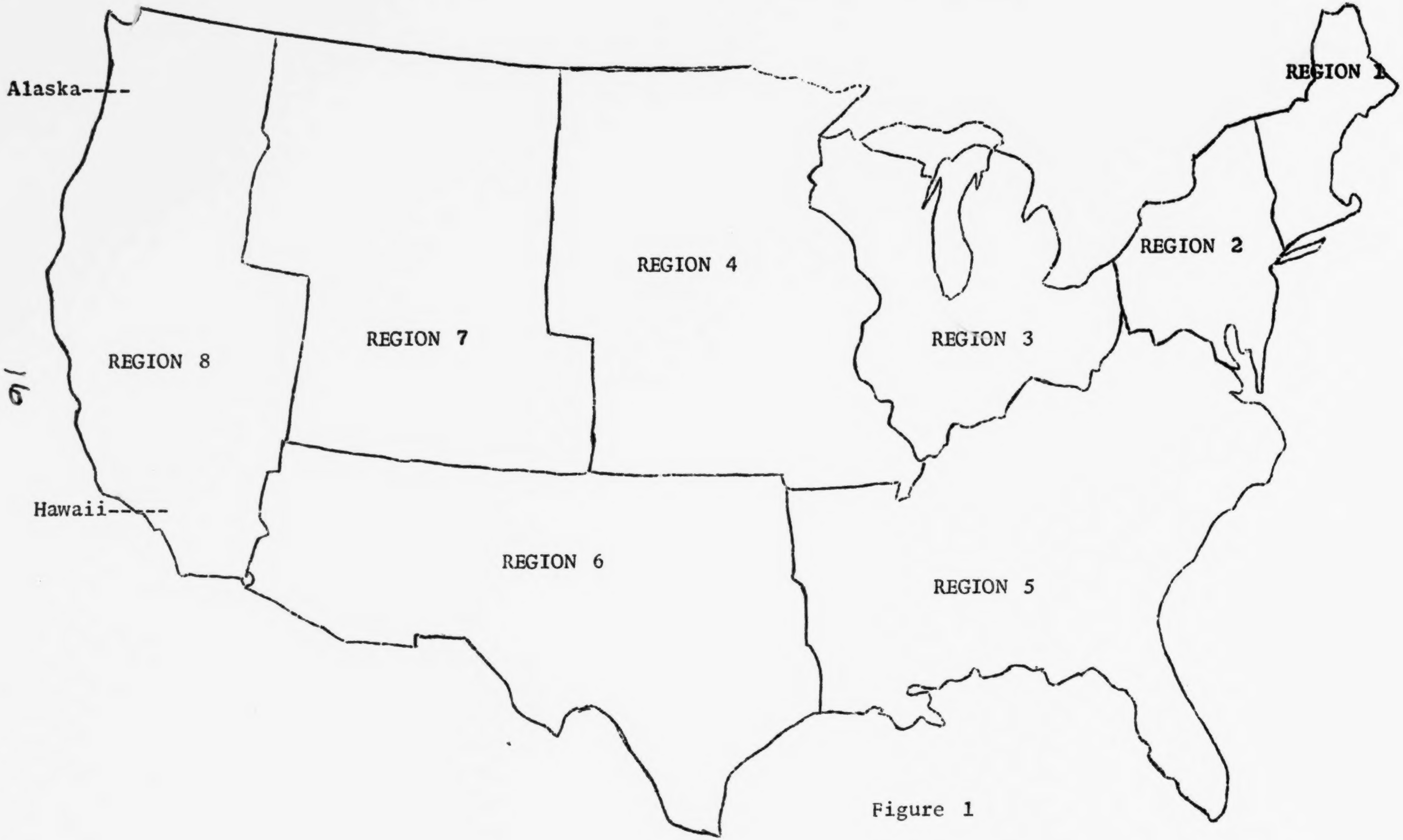
Alaska----
REGION 1
REGION 2
REGION 3
REGION 4
REGION 5
REGION 6
REGION 7
REGION 8
Hawaii-----

Figure 1

Number of School Libraries Identified by States

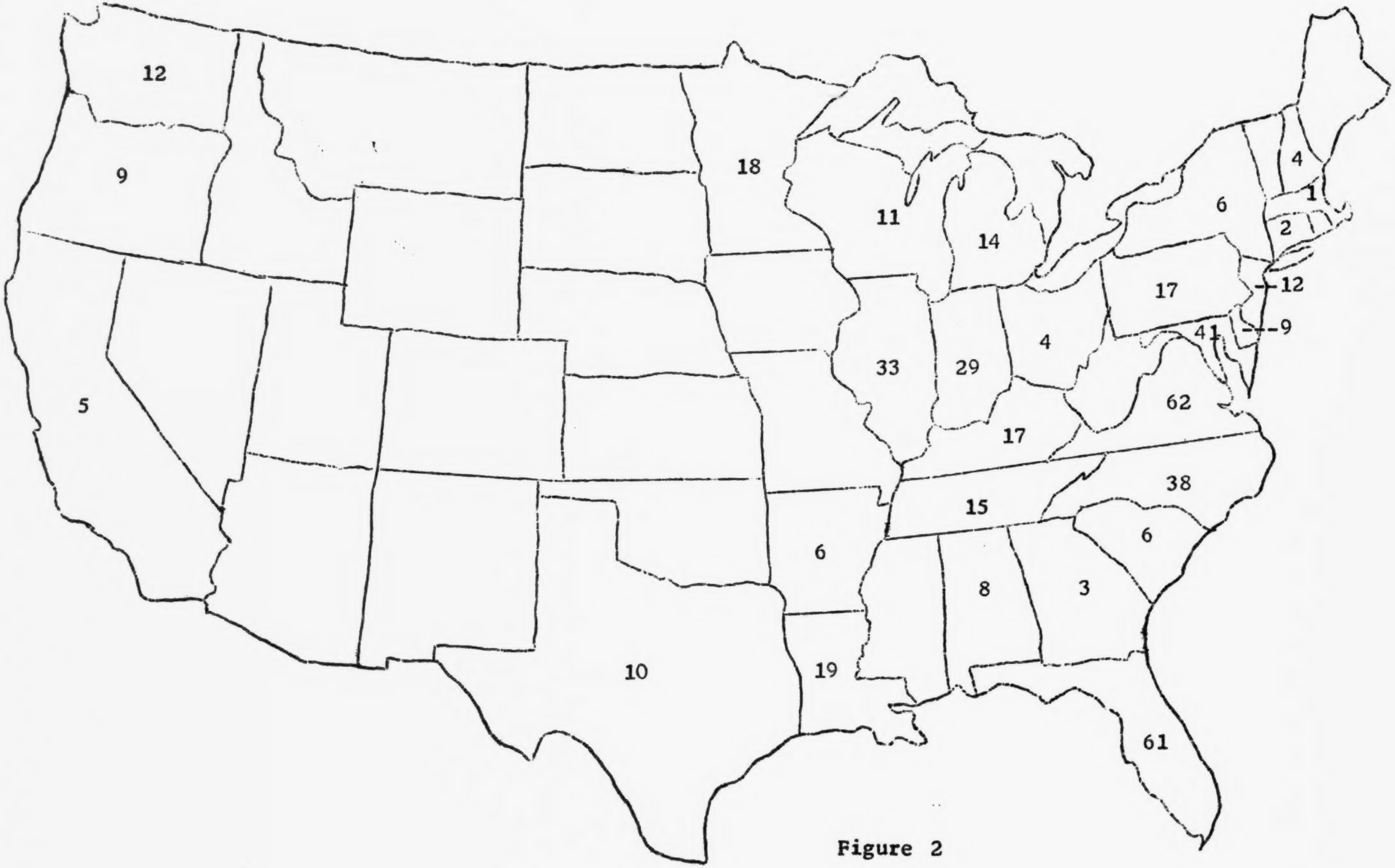
12
9
5
18
11
14
33
29
4
17
62
17
6
4
1
2
12
9
41
38
15
6
6
8
3
10
19
61

Figure 2

States With Library Supervisors and IMC Libraries

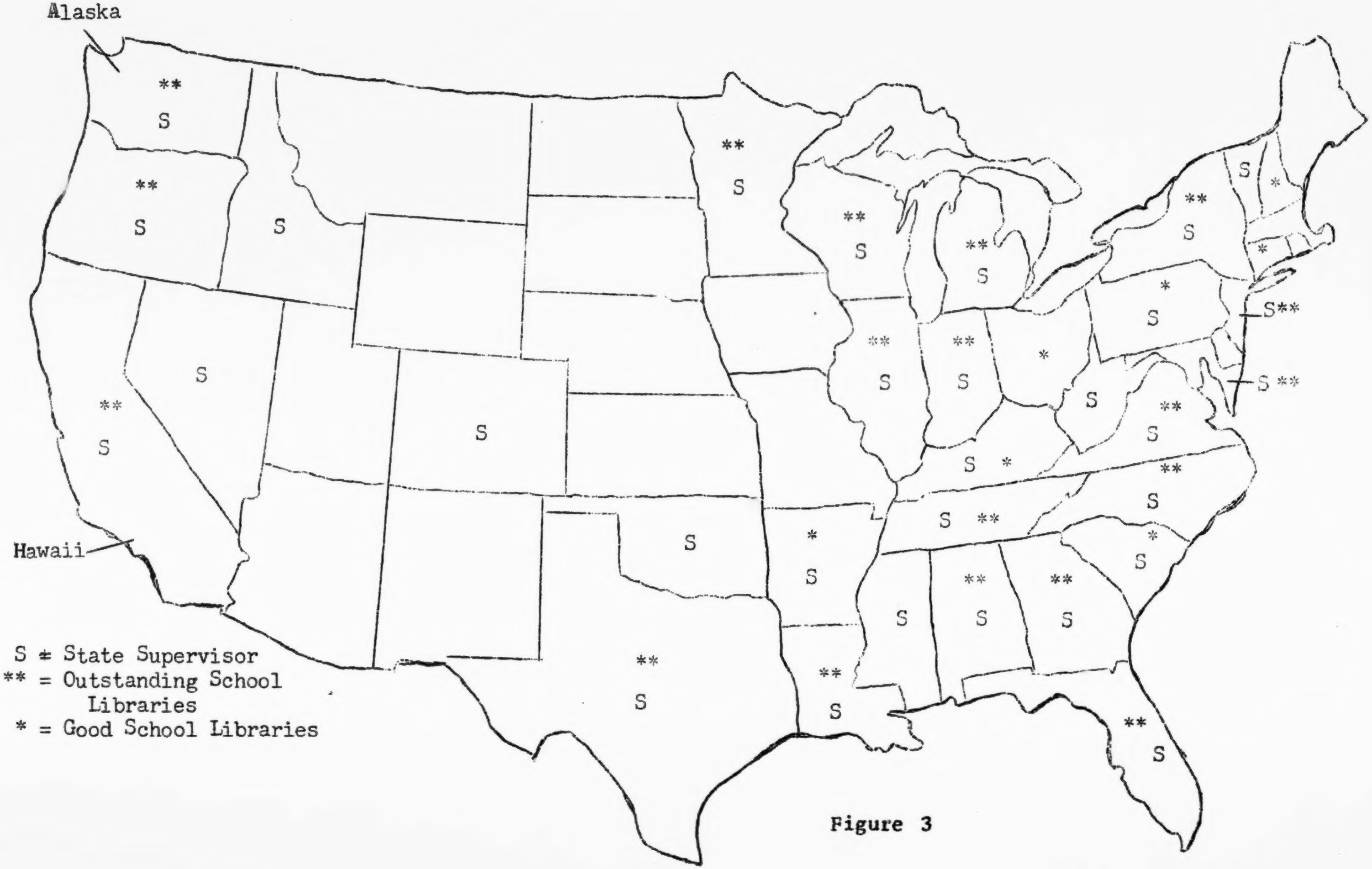
Alaska
Hawaii
S**
S **
S = State Supervisor
** = Outstanding School Libraries
* = Good School Libraries

Figure 3

Chart 3

Range of Grade Levels of 411 Schools Represented in the Study

Elementary Schools				Junior High Schools		Senior High Schools		K-12 Schools	
Grade Levels	No. of Schools	Grade Levels	No. of Schools	Grade Levels	No. of Schools	Grade Levels	No. of Schools	Grade Levels	No. of Schools
1-3	1	JP*7	1	4-8	1	7-11	1	**N-12	1
K-4	1	K-7	1	6-8	2	7-12	24	K-12	6
1-4	1	1-7	6	6-9	1	8-12	6	1-12	12
K-5	3	K-8	4	7-8	7	9-11	2		
1-5	2	1-8	4	7-9	66	9-12	50		
K-6	63	K-9	1			10-12	58		
*JP-6	1	*JP-9	2						
1-6	73	1-9	5						
3-6	1								
4-6	1								
Blank			1				2		
Total	147		25		77		143		19

*JP = Junior-Primary **N = Nursery

In Chart 4 there is a regrouping of schools by broad patterns of grade levels and by those schools that come closest to meeting the quantitative national standards. Type I, II, and III schools have more fully developed library programs functioning as instructional materials centers, and Type IV and V schools are in the beginning stages of developing such programs.

No one pattern of grade levels seems to emerge even within the groupings of each of these five categories of school libraries. Chart 4 shows the same diversity of grade levels in schools with libraries which come nearest to meeting quantitative standards of the American Association of School Librarians and in schools which are in beginning stages of establishing libraries as instructional materials centers. Instructional materials centered school libraries are therefore found in elementary, junior, junior-senior, and senior high schools, and in schools with grades K-12. This follows the recommendations of the national standards.

Chart 4

Range of Grade Levels in Each of Five Types of School Libraries

Grade Levels	More Fully Developed IMC*Programs/Beginning IMC Programs										Total
	Type I		Type II		Type III		Type IV		Type V		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Elementary	6	14%	17	33%	34	34%	40	50%	75	53%	172
Junior H. S.	4	9%	10	19%	25	25%	12	15%	24	17%	75
Junior-Senior H. S.	5	12%	5	9%	6	6%	5	6%	5	3%	26
Senior H. S.	23	56%	17	33%	31	31%	19	23%	26	18%	116
1-12	3	7%	2	4%	4	4%	3	3%	7	5%	19
Not Checked									3	2%	3
Total	41		51		100		79		140		411

*The School Library functioning as an instructional materials center.

Enrollment varies greatly in the 411 schools returning the checklists; for example, less than 200 students attend three small elementary schools while approximately 4,200 students attend two large high schools. Chart 5 shows the range of enrollments in each of the five types of school libraries identified. In Type I schools which come closest to meeting the quantitative standards for richness of resources, enrollments are as follows: 5 schools, 100-499; 10 schools, 500-999; 19 schools, 1,000-1,900; 5 schools, 2,000-2,999; and 2 schools, 3,000. Comparable ratios are found in each of the other four categories.

Clearly, neither enrollment nor a school's grade level determines whether its school library will function as an instructional materials center, or

Chart 5

Range of Enrollments in Each of the Five Types of School Libraries

Enrollments	More Fully Developed IMC* Programs						Beginning IMC* Programs				Total
	Type I		Type II		Type III		Type IV		Type V		
	No. of Schools	%	No. of Schools	%	No. of Schools	%	No. of Schools	%	No. of Schools	%	
100-499	5	12%	8	15%	14	14%	21	26%	30	21%	78
500-999	10	24%	19	37%	37	37%	33	41%	64	45%	163
1000-1999	19	46%	17	33%	40	40%	17	21%	31	22%	124
2000-2999	5	12%	5	10%	8	8%	5	6%	6	4%	29
3000-3999	2	5%					1	1%			3
4000-4999			1	2%			1	1%			2
Not checked			1	2%	1	1%	1	1%	9	6%	12
Total	41		51		100		79		140		411

*The school library functioning as an instructional materials center.

whether or not it will have outstanding resources and services. It can be seen that small schools and large schools in at least 30 of 50 states and in seven of eight regions of the United States can be identified as having central school libraries with resources, services, equipment, and staff to function as materials centers, as defined in this study.

Not all school libraries were found to have rich resources of book and nonbook materials, nor to have adequate quarters, equipment, budget, or staff to develop programs that meet the recommendations of the national standards. Many were in beginning stages of developing such programs and resources, but what was available represented the broader concept of a materials centered program.

Using, as a guide, the quantitative standards for school library programs as summarized in chart form in the 1960 Standards for School Library Programs[1]

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[1] American Association of School Librarians, *op. cit.*, pp. 24-25.

Chart 6

AASL Quantitative Standards for School Libraries[1]

Personnel	Annual Expenditures	Library Seating	Library Areas
For first 900 students or fraction: 1 librarian for each 300 students Each additional 400 students 1 librarian .... Clerks: 1 for each 600 students .... When librarian responsible for audio-visual administration - librarians and clerks each increased by 50% .... Co-ordinator of audio-visual materials	Funds for library books: schools of 200-249 $1,000-$1,500 .... Schools of 250 plus: $4.00-$6.00 per student .... Additional funds for encyclopedias, magazines, newspapers, etc. .... Audio-visual: not less than 1% of total per pupil instructional cost $4.00-$6.00 .... Funds for supplies and equipment	With 200-550 students .... Seating space for 45-55 students .... With 551 or more students at least 10% of student enrollment	Conference room area ... Listening and viewing areas ... Classroom areas ... Faculty library ... Work and office areas ... Audio-visual center Stack areas ... Storage areas ...

[1] American Association of School Librarians, op. cit., pp. 24-25.

of the American Association of School Librarians, tabulations were made of the checklists returned by 411 school libraries. These tabulations include staff, budget, t[illegible] of areas in physical quarters, and holdings of books, periodicals, newspape[illegible]tical file materials, professional materials, and audio-visual resources as well as equipment available for servicing these teaching materials. Charts 6 and 7 summarize the relevant standards. To attain the services expected of a functional library in a modern school, Chart 6 gives the AASL standards for personnel, annual expenditures, seating, and specific areas needed. Chart 7 cites the standards recommended for the library collection of books, magazines, newspapers, pamphlets, audio-visual resources, and professional materials needed for the faculty.

Chart 7

AASL Quantitative Standards for Size of the Collections[1]

Books	Magazines	News-papers	Pamphlets	Professional Materials	Audio-Visual Materials
With 200-999 students - minimum size 6,000-10,000 books .... With 1,000 plus students - 10 books per student	K-6 ......25 K-8 ......50 Jr.H.S....70 Sr.H.S...120	3-6	Extensive collection... Wide range of subjects	Books: 200-1,000 titles ...... 25-50 professional magazines ...... Other instructional materials as needed	Sufficient number of all types of audio-visual materials for use in library, class, home use ...... Films used 6 or more times a year are purchased ...... Filmstrips and recordings used more than once a year are purchased

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[1] American Association of School Librarians, op. cit., pp. 24-25

Some of these standards are quantitatively specific. Some use general terms such as "sufficient number," "other materials as needed," "extensive collection," or "wide range of subjects." In order to bring more specificity to these general terms, a search was made of professional literature, library guides, and indexes to identify the categories of pamphlets, professional materials, and audio-visual resources that might be found in school libraries today. The same was done for library and audio-visual equipment needed for such libraries. As complete a listing was made as possible and the findings are included in the checklist. (See Appendix A p.17-20). They supplement recommendations found in the standards which are reproduced in Chart 7. Comparative tables of these resources will be discussed later.

Chart 8

Number of Schools Meeting AASL Standards for Printed Materials

Materials	Type I		Type I		Type III		Type IV		Type V		Total Number	As % of all Checklists
	No.	%	No.	%	No.	%	No.	%	No.	%		
Books	18	42%	7	13%	14	14%	6	7%	6	4%	51	12%
Magazines	22	52%	20	38%	19	19%	13	16%	20	14%	94	22%
Newspapers	34	83%	26	50%	51	51%	30	38%	33	23%	173	44%

When the tabulations were completed, it was found that fifty-one of the 411 schools or twelve percent met the national standards for book collections, ninty-four schools or twenty-two percent held the recommended number of magazine titles, and 173 schools or forty-four percent had from 3-6 newspapers as recommended. Some collections exceeeded standards but no effort was made to note this. The number and percentage of school libraries that met national standards for printed materials are given in Chart 8. As previously noted, school libraries that met national standards in more than one category--resources, staff, budget, library quarters, and equipment--were grouped in relation to the richness of these resources and adequacy of staff, budget, etc. Thus five groupings were made of the 411 schools that returned the checklists in relation to the richness of their holdings. Each of Type I to Type V schools will be discussed more fully later.

If the school library is to be a functioning materials center, it is assumed that the holdings of the collection would include many items found in the vertical file, various types of audio-visual materials, and books and nonbook resources for teachers. Chart 9 shows the range of special materials found in the school libraries to supplement those listed in Chart 8. The ten types of vertical file materials are listed in the Checklist[1], and will be

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[1] Appendix A, p. 17.

Chart 9

Range of Special Materials Found in School Libraries

No. of Categories or Types of Materials	Vertical File Materials					Professional Materials					Audio-Visual Materials				
	Types of School Libraries					Types of School Libraries					Types of School Libraries				
	I	II	III	IV	V	I	II	III	IV	V	I	II	III	IV	V
0		1	5	5	36		2	11	2	34		1	3		18
1			2		7		1	1	3	13			2	2	8
2		2	3	2	11	1	1	5	3	16			2	5	23
3	2	1	4	6	29			3	2	8		1	4	7	30
4	5	3	12	13	16		1	6	1	12	2	2	10	7	15
5		7	20	13	17	1	2	4	12	19	1	5	16	14	23
6	4	6	20	13	11	2	5	12	7	7	2	4	8	10	8
7	5	8	17	11	7	4	2	19	6	8	2	5	11	8	6
8	9	12	5	9	3	3	5	11	13	8	7	6	12	7	6
9	10	9	7	3	1	4	7	7	7	3	4	2	13	4	
10	4	1	3	3	1	2	5	6	7	1	3	4	2	4	3
11	1	1	2	1	1	5	6	8	4	7	5	4	3	2	
12	1					7	6	4	6	3	5	3	5	4	
13						3	2	4	2		5	3	2		
14						3	2	5		1	1	1	1	1	
15						2	2	2	3			4	5		
16						1		1	1		3	1		1	
17						1	1							2	
18												1	1		
19						2	1					1		1	
20												1			
21															
22												1			
23												1			
24											1				
Total	41	51	100	79	140	41	51	100	79	140	41	51	100	79	140

discussed in more detail later. These include pamphlets, flat type maps, clippings, charts, a human resources file, a picture collection, framed pictures, local resources information, college catalogs, and vocational materials. The professional materials include 19 categories[1] or types of resources such as professional books, magazines, pamphlets, published curriculum guides, courses of study, resource units, sample textbook collection, published research studies, bibliographies, professional audio-visual materials, etc. Audio-visual materials are identified in 32 categories[2] and include resources such as 16mm and 8mm films, filmstrips, slides, microslides, tape and disc recordings, transparencies, kinescopes, posters, globes, dioramas, and programed materials for teaching machines, to mention a few. An analysis of the types of resources found in elementary, junior, or senior high school libraries is presented in Chapter IV.

All of the school libraries in this study have holdings that include these various types of resources for pupils and teachers. The richness of the collections vary and are reflected in the five groupings made of these libraries. Chart 9 summarizes the findings. All these tabulations reinforce the general impressions gained from visits to the school libraries.

Type I school libraries come closest to meeting the national standards for their holdings of books, periodicals, newspapers, and various types of audio-visual resources. Most of the schools in this group have well-designed and functional quarters, and all thirty-four that were visited rate high in their library programs of service. In some of the older schools, the quarters provided for the library program were not always adequate, but several schools had plans for expansion in the near future. Library collections are housed in these schools in classrooms as well as in the central library, and the location of these resources are noted in the library catalogs.

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[1] Appendix A, p. 20. [2] pp. 18-19.

Fewer standards are met by Type II schools, but very good resources in the book and nonbook fields are to be found in their school libraries. In a few of these schools the instructional materials services are shared jointly by librarians and an audio-visual coordinator.

At the time of the study, less extensive resources, budget, or quarters were to be found in Type III schools, but good programs of service are common to all of the libraries visited. Type IV and Type V school libraries are in the beginning stages of providing resources, services, and quarters, but are developing instructional materials centers and programs of service. In some instances, insufficient data were provided in the checklists to make clear the richness of the holdings. Insufficient time to fill out the checklists, and lack of adequate records were reported by many of these librarians. A smaller number of these schools were visited by the investigator because of lack of time, but the checklists were distributed and returned by the library supervisors in these schools.

In the majority of the schools, the library budget and professional staff vary the most, and seldom meet recommended national standards. Variations in budget provisions are due to several factors. In some of the well-established school libraries that have long histories of outstanding programs of service, there are rich book collections that have been well supported for over forty years. Although adequate funds are available, newer schools often have difficulty in locating and procuring desirable titles because they are out-of-print. In many other school systems visited throughout the country, there were system, county, or district materials centers at a headquarter building to supplement the teaching resources found in each school in the system. Budget figures for audio-visual materials in individual schools do not always show this. No detailed analysis can be given in this report of these centers, but a few observations are pertinent here and apply to many of the five types of libraries identified.

At the district instructional materials center, and in varying degrees of adequacy, were found professional materials, textbooks, films and other types of audio-visual materials, sample trade book collections for examination purposes, expensive and duplicate audio-visual equipment, production facilities for making transparencies, films, or other teaching materials, radio and educational television studios, booking services for films, and centralized purchasing and processing services for books or audio-visual materials for some or all schools in the system. In some of the centers visited but not included in the study, all of the audio-visual materials are housed at the district instructional materials center and supplied to each teacher upon request. The library in such schools provided book and print resources only. Usually there were separately printed catalogs of audio-visual holdings which were made available to each classroom teacher. In some centers in California, the county center also supplied groups of books to teachers for study units. In such systems there were no school libraries. The majority of district centers, however, supplement the audio-visual materials found in each school library. Expensive, little-used, and experimental materials are housed at the center and supplied to schools upon request.

An alphabetical listing of the twenty-eight states in which school libraries were identified as functioning as instructional materials centers are found in Chart 10. In two states only district centers were visited. This chart summarizes the evidence previously presented indicating that there were forty-one school libraries located in seventeen states and identified as Type I school libraries having rich resources of instructional materials, functional quarters and professional and clerical staff providing outstanding programs of services for students and teachers. In twenty-one states were found sixty-six school libraries identified as Type II libraries with very good resources and programs of service. Type III school libraries were identified in one hundred and sixteen schools in twenty-four states, while eighty-four school libraries

Chart 10

Number of Schools in Each State Identified Through Checklist and Visits
(Not all schools (61) visited returned the checklist)

30 States	Type I		Type II		Type III		Type IV		Type V		Total C 411	Rank by Number Identified
	C*	V**	C	V	C	V	C	V	C	V		
Alabama			3	1	2		2	1	1		8	16
Arizona***												23
Arkansas					2				3	1	6	17
California	1				1	1	1	1	1		5	18
Colorado***												23
Connecticut					2						2	21
Delaware	2		1		3	1			3		9	15
Florida	5	4	9	4	16	9	6		16	8	61	2
Georgia					3	2					3	20
Illinois	9	9	6	8	3	5	5	4	3	3	33	5
Indiana	3	3	1	1	2	2	13	3	9	2	29	6
Kentucky			2	2			3	2	9	5	17	9
Louisiana	1	1	4	3	5	6	3	1	1	4	19	7
Maryland	3		1	1	13	3	15	1	9		41	3
Massachusetts				1							1	22
Michigan	1	1	3	4	2	2	1		4	4	14	11
Minnesota	2	2	2	3	5	2	2		5	1	18	8
New Hampshire					2	2			2		4	19
New Jersey	3	2	2				1		6		12	12
New York	2	2			1	2				2	6	17
North Carolina	2	1	3	4	4	3	6	3	17	4	38	4
Ohio				4							4	19
Oregon			1	1	2	1	1		1	4	9	15
Pennsylvania			4	2	2		1	1	10		17	9
South Carolina						1			3	3	6	17
Tennessee	2	2	2	2	5	3	3	3	2		15	10
Texas	1		1	3	2	1			3	1	10	14
Virginia	2	2	4	1	17	2	16	2	23		62	1
Washington	1	1	1		3	2			7	4	12	12
Wisconsin	1	1	1	1	3	3		1	2	4	11	13
Total	41	31	51	46	100	53	79	23	140	50	472	

*C = Checklist **V = Visited
***Only District centers were visited.

in sixteen states are listed as Type IV, and one hundred and sixty-five schools libraries in twenty-four states are identified as Type V with beginning programs of library service and resources. With 472 school libraries having multi-media resources and programs of service that qualify them as meeting the criteria set forth in this study it is evident that school libraries are functioning as instructional materials centers.

CHAPTER III

CHARACTERISTICS OF SCHOOL LIBRARIES IDENTIFIED

Although some of the data for the 472 school libraries listed in Tables 1 to 15[1] were no doubt out-of-date when the tabulations were completed, the basic findings remain valid for most of the schools. The data include reports returned between June 1962 and April 1963, though some of the schools were visited later, the checklists for sixty-one schools were not coded for IBM tabulations but their data appear in other tables. Each year brings enriched resources and facilities to most schools at approximately the same rate. As a result of special grants given to a school or to a school system, the completion of a building program, a change in personnel, or an improved tax rate, a few schools might improve more quickly than others; however, these schools would be the exception.

The schools in each of the fifteen tables (Tables 1-15) are arranged aphabetically by state, then by city, and then by school. If more than one school is located in the same city, the schools are arranged by grade levels, listing first the elementary schools, then the junior high schools, and lastly the senior high schools. Comparing the findings with the national standards, schools then were divided into five types. There are three sets of tables for each of the five types of school libraries. In the first table are given for each school listed, the grade level, enrollment, professional library and audio-visual staff, clerical, and student staff, budget provisions for books and audio-visual materials, and the types of areas provided in the library suite. The latter includes the reading room, seating capacity, conference rooms, listening and previewing areas, a library classroom, office and workroom space, darkroom facilities, a faculty library and storage space for periodicals.

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[1] Tables 1-15 are found throughout this chapter.

audio-visual equipment and resources. These tabulations were taken from the checklists. Some of the other data requested was too fragmentary to tabulate.

The second table for each type of school library includes the total number of books, periodical titles, and newspapers to be found in the school library. The next four sections of Table 2 indicate the holdings of the library, the classroom, or the district materials center in the categories of vertical file materials, professional materials, and audio-visual materials, as well as for equipment needed for servicing these resources.

The third table lists for each school library visited special characteristics of the community, the school system, building characteristics, special curriculum, experimental teaching methods, and special access hours of the library. Population figures and type of community--suburb, city, university town, resort area, industrial, or rural--help to indicate the great variety of communities in which these school libraries are to be found. Information regarding supervisory staff, central processing, and district materials centers identifies those schools that are a part of a larger system or that are independent units in themselves. Building characteristics include such items as one building schools, campus type schools with several buildings, campuses with a separate school library building, or a school within a school program. Bus schools, where most of the children are transported to and from schools, also pose library problems regarding hours of service. Information was sought to determine if a high school had a comprehensive or academic program or both, and if it participated in an advanced placement program for its college bound students. Non-graded primary programs were also singled out. Experimental teaching methods in elementary schools, junior high schools, and high schools were tabulated when such information was given. Making up this category are team teaching, a core/block program, individualized reading programs in the elementary grades, and flexible scheduling of pupils in the lower grades. The use of teaching machines, educational television, radio programs, and language laboratories was recorded. If a library were open for service at night, on Saturday, or during the summer session program, data were included. High schools evaluated by the 1960 Evaluative Criteria were checked and when possible the section relating to the library program was secured.

TYPE I SCHOOL LIBRARIES

As previously stated there were forty-one school libraries in seventeen states that have outstanding resources and programs of service; thirty-one of these schools were visited. Of these forty-one schools, six are elementary schools, four are junior high schools, five are junior-senior high schools, twenty-three are senior high schools, and three are schools having grades one-to-twelve. Eighteen or forty-two percent of these schools have book holdings that meet national standards of at least a basic collection of 6,000-10,000 titles or ten books per students in schools over 1,000 students.[1] Twenty of the schools have a basic collection of 6,000 or more titles but may not have ten titles per student as recommended. Three smaller schools have less than 6,000 titles but one has over ten books per student. In addition to good book collections, twenty-two or fifty-two percent meet national standards regarding holdings of periodicals, and thirty-four or eighty-three percent of the schools have from three to six newspapers, and nine schools have from seven to ten newspapers.

Over half of these schools (twenty-four) have from eight to ten of the ten categories of vertical file materials listed in the checklist. These include for one elementary school selected at random the following: three drawers of more than 47 flat maps, 100 or more clippings, 12 charts, 1 box combining human resource and local resource information, 100 pictures, 10-12 framed pictures, and some additional materials in the classrooms. One junior high school selected at random lists 60 drawers of pamplets, pictures, and clippings, 100 maps and drawings, 63 charts, 1 box of local resource information, college catalogs, 8 drawers of vocational materials, as well as additional material in classrooms. One high school, also selected at random, lists 72 drawers of pamphlets and clippings, 500 maps, 600 college catalogs, and 10 drawers of vocational materials. Similar data are found in the other schools listed. Almost all of the schools indicated that there is additional vertical file material located in classrooms. A few schools that have the services of a district materials center list it as a source for other material as needed.

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[1] See Chart 8, page 24.

Extensive holdings of professional materials for teachers were found in these schools. Approximately half of the schools (nineteen) checked from twelve to nineteen of the possible nineteen categories of professional materials; eighteen checked from seven to eleven categories, while two of the laboratory schools had access to their university holdings. Fourteen indicated that additional materials were secured from the district materials center, but this was not the main source in any instance. Professional materials were found in each of these schools.

One elementary school listed for professional materials: 100 books, 10 magazines, 100 pamphlets, 3 published resource units, a few bibliographies, 10 catalogs of equipment, dozens of publisher's catalogs, and from 12 to 15 professional library tools. A junior high school had 70 professional books, 19 magazines, 100 pamphlets, 200 curriculum guides, 12 courses of study, 16 resource units, 20 bibliographies, 35 equipment catalogs, 83 publisher's catalogs, 16 library professional tools, 30 local resource units, and 12 sample tests. A high school library listed 1,335 books, 90 magazines, 100 pamphlets, some published courses of study, a few published resource units, very few published research studies, a few bibliographies, some catalogs of equipment, 100 publisher's catalogs, and all needed library professional tools. These are representative of other schools.

For nonprint or audio-visual materials provided by the school library, rich resources were also found in each of these libraries. Half of the schools (twenty-one) checked from ten to sixteen of the possible thirty-two categories, while one school checked twenty-four of them. The greatest clustering was from eight to twelve categories, with twenty-six schools so reporting. The two schools checking only four categories included a new school and a school for the deaf. The latter school had excellent audio-visual resources of value to their specialized needs serviced by the library. The audio-visual materials most commonly found in the libraries were filmstrips, globes, wall maps, disc recordings, films, letter sets, charts, slides, tape recordings, study print sets, posters, models, framed pictures, and realia. Elementary schools also checked educational toys and felt and flannel boards, while high schools included transparencies and magazine subscriptions on microfilm. One junior high school listed 125 micro-slides in addition to the previously mentioned types.

The findings of these forty-one schools indicated that the inclusion of all types of resources in a school library does not in any way weaken the holdings of any other type of teaching materials. In all of these schools, the findings emphasize that with good book collections are also found good vertical files, professional materials, and audio-visual resources.

Visits to thirty-one of these schools reinforced the facts presented here. These schools provided teaching materials to meet the needs of both students and teachers and to carry out experimental programs of teaching. Also provided were the necessary equipment to use these tools of learning, and if possible, the quarters to service adequately these holdings. The three types of schools selected at random provided portable and wall projection screens, record players, HI-FI record players, 16mm sound projectors and stands, filmstrip and slide projectors, opaque projectors, television sets, tape recorders, science demonstration carts, a microprojector, copying machines, filmstrip previewers, overhead projectors, language laboratories, listening posts, head phones, laminating equipment, cabinets, drawers, and shelving designed for audio-visual materials, display cases and storage rack or map cases, chalkboards, microphones, and microfilm readers. Textbook and supplementary texts were administered by clerical staff, and in a few states by the librarian.

The weakest link in the chain was professional and clerical staff adequate to give individualized service to pupils and teachers. Yet along with good collections of instructional materials were found dynamic library programs of service in schools across the country. Good reading programs, individualized instruction, advanced placement at the high school level, emphasis on academic programs, flexible scheduling of pupils in the elementary schools, use of educational television and radio, language laboratories, and reading laboratories with teaching machines were found in these schools. Nine centers provided centralized processing of book and/or nonbook materials. Two of the high school libraries were open at night, and three were open on Saturday. Thirteen were open for summer session programs as was one elementary school.

Regarding the special areas or rooms provided for the individual and group needs of students and teachers, approximately half of the schools accomodate ten percent of the student body in one or two reading rooms as recommended by national standards. All but two of the small schools have seating space for at least 52 students. One to three conference rooms are found in twenty-eight of the schools, twenty-nine have some space for listening and previewing activities in the library suite, while eighteen have darkroom facilities for the production of teaching materials by students or teachers. Thirteen have a library classroom, thirty-two have a faculty library, and all of them have space for periodical and audio-visual storage of equipment and resources.

These schools are found in states from coast to coast and from north to south including California, Delaware, Florida, Illinois, Indiana, Louisiana, Maryland, Michigan, Minnesota, New Jersey, New York, North Carolina, Tennessee, Texas, Virginia, Washington, and Wisconsin. Enrollments range from 250 to 3,700 students and include independent schools in suburban areas, a private school, two laboratory schools associated with universities, and fifteen schools with local school library supervisors. The communities include resort towns, college communities, suburban areas, industrial cities, rural and research areas, and large metropolitan cities. These schools, therefore, represent a cross section of states, grade levels, communities, and economic levels.

The one thing these schools share in common is a good school program supporting an active library functioning as an instructional materials center. Financial support ranges from $1.00 per pupil in elementary schools, $1.25 in junior and senior high schools to budgets ranging from $10.00 to $14.00 per pupil in four schools. Seventeen of the schools or forty percent meet national standards for budget provisions.

In this first grouping of school libraries--those with outstanding resources and programs of service--Illinois ranks first with nine schools, Florida, second with five schools, and Indiana, Maryland, and New Jersey third with three schools each. Many of these schools are found in suburban and university areas having citizens with above average academic background. These towns also have active PTA groups and citizen committees working with school boards to promote quality educational programs. Many of these schools have been selected over the years to participate in national studies and research projects, and many graduates of these schools are college bound. In a few of these schools, however, the student body is average with no identified gifted students, but the students are good readers and have learned from first grade how to use a library.

Students in these schools use the library to do independent research at any time. They go to the library by classes, by small groups, or as individuals. The only scheduled programs are for library orientation and story hours. In several elementary schools, grade lines in the primary unit are eliminated and individual growth rather than group performance is stressed. A child advances at his own rate and is exposed to enrichment and more learning as fast as he is ready for it. Reading is at the core of this kind of program, as with all of the teaching programs examined, but all types of materials are used to make the reading experience more meaningful for the child.

In the elementary schools, student library helpers are selected in each class to assist in the circulation activities for book and nonbook resources. Fifth and sixth grade student assistants might each work one hour a week in the library. They are selected upon recommendation of their teachers and are trained at the beginning of the year, in regular staff meetings throughout the year, and by using a student assistant handbook. In many of these schools, every type of materials is circulated for individual, classroom, or home use including reference books, filmstrips, projectors, or ephemeral materials. Some of the materials are loaned to each classroom for a short time, or for semester or yearly periods.

Teachers in these schools use the library extensively by assigning research type of classwork, for stimulating the pleasure reading program, for enrichment, and for helping students grow more and more independent in their use of library resources. By serving on faculty-library committees, teachers function in an advisory capacity to the librarian in requests and recommendations for needed book and nonbook materials, in policy making, and in participation in special activities and events such as Book Week and National Library Week. In every school visited, there was evidence of extensive librarian-teacher planning through conferences, faculty meetings, preschool, and post-school planning periods.

From the reports of the visiting committee in school and library evaluation of the Southern Association and North Central Association, evidence has been gathered indicating that these library programs accurately exemplified the high educational objectives of the schools served. The materials and equipment in the libraries were reported to be of "good quality" and reflected careful selection practices on the part of the faculty and the librarians. It was cited that good communication existed between the library staff, faculty, and students, with much evidence of cooperative planning. Major findings indicated that the preparation, attitude, and performance of the librarians was excellent, and that the collections were well organized in terms of the objective of the school as expressed by student and teacher requests and activites. The administrative staff in these schools was well informed of the objectives and activities of the library and provided good support through budget provisions and committee assignments. The library staffs were said to be self critical and seeking improvement. Major recommendations were relative to the need for additional staff and budget, centralized processing, and extended hours. It was also pointed out in the published evaluative studies examined that these school libraries had closely articulated programs with the grade school libraries and with the public libraries.

In Florida at the county materials centers serving the schools and at the university laboratory schools, institutes and workshops on newer media were held from time to time for librarians and for teachers to acquaint them with the results of research on the use of newer media and to give them help in planning for the functional use of these materials in the teaching program. It was noted that in some of the communities where older, well-established schools and school libraries were found, the changes necessary to use newer media in teaching came about more slowly and gradually than in new schools with new faculty. In the new schools, it seemed easier to build the philosophy of the materials centered library. On the other hand, several of the well-established high school libraries in this group had been servicing multi-media resources for years and were expanding these nonprint materials and taking advantage of the new teaching devices on the market designed for school use. All of these schools had master card catalogs for the location of all materials or were in the process of completing this.

Every effort was being made in these schools to provide the best known educational opportunities. The libraries were laboratories for research and study where the students worked alone or in groups under the guidance of teachers and librarians. The library programs included library instruction and classroom visits by the library staff to give book talks, listen to reports on class projects, or teach library skills. The Type I libraries serve as instructional materials centers where a variety of materials and media are available to challenge the student, to enrich the curriculum, and to provide for recreational reading, listening, or viewing, and where students and teachers have a production center to make their own supplementary materials or where there is staff to make these for them. Some of these libraries also serve as experimentation centers to try out and test new school library ideas and services, and to participate in teacher training and library internship programs. These schools are identified in Tables 1, 2, and 3, **on pages 42 to 52.**

TABLE: 1

TYPE I SCHOOL LIBRARIES

41 Schools in 17 States Arranged by State and City	Grades	Enrollment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening Room	Listening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
California - New Cuyama - Cuyama Joint Union School	K-8	284	1		1	11	$2100	$550	This section was not checked												
Delaware - Dover - Dover High School	7-12	950	1		1	80	$3000	x	1	105	x					2	x		x	x	x
New Castle - William Penn High School	9-12	900+	1	1		14	$4.00 per	$2.00 per	1	100						2	2	x	x	x	x
Flordia - Fort Lauderdale - *Lauderdale Manors Elementary School	1-6	1000+	1		1		$1.00 per	$.50 per	1	52	x			x		x	x		x	x	x
*Stranahan Senior High School	10-12	2600	3		1	20	$2800	$1400	2	150						2	x		x	x	x
Gainesville - *P. K. Yonge Laboratory School	K-12	960	2	1	2	22	$2700	Univ.	2	126	3	x		x		x	x	x	x	x	x
Panama City - *Jinks Junior High School	7-9	1250	2		1	16	$1.25 per	$.60 per	2	105				x		x	x	x	x	x	2
Sebring - Woodlawn Elementary School	1-6	700	1			2	$2000		1	70	x	x		x		x	x			x	x
Illinois - Evanston - *Evanston Township High Sch.	9-12	3700	5½		2	11	$13300	$10300	2	139	x	x	3	x	1	x	x		x	x	x
Flossmoor - *Homewood-Flossmoor High Sch.	9-12	1760	2½		2	12	$11.06 per	$2899	3	180	2		1	2		x	x	x	x	x	x
Northlake - *West Leyden High School	9-12	1850	3	1	2	46	Good	Poor	5	210	1	2	4	2	1	x	x		x	x	x

*Schools Visited (31)

TABLE : 1 (Continued)

TYPE I SCHOOL LIBRARIES

41 Schools in 17 States Arranged by State and City * Schools Visited (3.)	Grades	Enrollment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening Room	Listening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Illinois -																					
Oak Lawn - * Reavis High School	9-12	1800	2		1	50	$6200	$4000	5	85	2	2		1		x	x		x	x	x
Oak Park - * Oak Park & River Forest High School	9-12	3148	3 1/3		3	74	$9840	$8500	1	230	3	1	10	1	2	x	x	x	x	x	x
Peoria Heights - * Richwoods Community High School	9-12	1900	2¼		1	28	$5.00 per	$3.00 per	1	200	1			1	1	2	x		x	x	x
Urbana - * University High School	7-12	255	1		1		$2750	$200	2	46		1	10			x	x		x	x	x
* Urbana Junior High School	7-9	1270	1½		1	55	$4836	$1902	3	148	1			x	x	2	1		x	2	x
Wood River - * East Alton-Wood River High School	9-12	1200	1		1	17	$6500	$3000	1	108	2		28	1		2	x		x	x	x
Indiana -																					
Indianapolis -(Lawrence Township) *Lawrence Central Jr-Sr High	8-12	1850	2		2	54	$2.00 per	fair	1	178	3	x	4	x		2	1	x	x	x	x
Washington Township - *North Central High School	10-12	2250	3	½	1	25	$7000	$325	1	145	1	3		1		x	x	x	x	x	x
Lafayette - *Jefferson High School	10-12	1585	1		1		$1650	$1600	1	60						x	x		x	x	x
Louisiana -																					
Monroe - *Lakeshore Elementary School	1-6	454	1				$2500	$900	1	35					1			x		x	x
Maryland -																					
Kensington - Newport Junior High School	7-9	1349	2	¼			$1.00 per	$500	1	100	1					x	x	x	x	2	
Rockville - Walter Johnson Senior High School	10-12	1800	2	¼	1	47	-- $5389 --		1	135						x	x		x	x	x
Walkersville - Walkersville Jr-Sr High School	7-12	691	1			30	$14.50 per	$1.90 per	1	75	x					x	x			x	x

TABLE: 1 (Continued)

TYPE I SCHOOL LIBRARIES

41 Schools in 17 States Arranged by State and City *Schools Visited (31)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Students	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening		Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
												Room	Stations								
Michigan - Midland - *Midland Senior High School	10-12	2091	4	3/4	1	70	$5000	$2000	2	180	x		1	1	1	x	x			x	x
Minnesota - North St. Paul - *North St. Paul-Maplewood School	10-12	1335	8		6	4	$4.00 per	$2.00 per	1	60	1			1		x	x	x	x	x	
Roseville - *Alexander Ramsey High School	10-12	1750	2		2	24	$3.00 per	$525	1	85	2	1		1	1	x	x	x	x	x	x
New Jersey - Hanover - *Hanover Park High School	9-12	1170	2	¼		70	$6000	$3000	1	120	1		2		x	x	x	x	x	x	x
Mahwah - *Mahwah Jr-Sr High School	7-12	875	2		1		$7870	$1695	1	75			3	x	1	x	x	x	x	x	x
New Vernon - Harding Township Elementary School	K-8	400	1		¼		$5.00 per	$4.00 per	2	42		1	2			x	x		x	x	x
New York - Garden City - *Garden City Senior High School	10-12	1125	3	1	1	35	$4.10 per	$800	1	118			2		1	2	x	x		x	x
New York - *Lexington School for the Deaf	N-12	250	1		1		$1500	$1000	1	16				x	1	x		x		x	x
North Carolina - Charlotte - *Chantilly Elementary School	1-6	600	1			20	$1.85 per	A-V Center	1	69	1					x	x		x	x	x
Hickory - College Park Junior High Sch.	7-9	900	1		¼	50	$2376	$1459	1	80	x		8	x		x	x		x	x	x
Tennessee - Chattanooga - *Brainerd High School	10-12	972+	1		1		--$1495--		1	100	1			1			x	x	x	x	x
Chattanooga County - *Central High School	7-12	1582	2			49	--$2734--		1	120	1					x	x	x	x	2	x
Texas - Denton - Laboratory School - North Texas State University	1-12	500	1		¼	3	--$2750--		1	58			16			x	x			x	x

TABLE: 1 (Continued)

TYPE I SCHOOL LIBRARIES

41 Schools in 17 States Arranged by State and City			Staff				Budget		Types of Areas in Quarters												
												List-ening									
*Schools Visited (31)	Grades	Enroll-ment	Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Room	Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Virginia - Arlington - *Yorktown High School	10-12	1340	2		1	24	$10.00 per	I.M.C.	1	160	2					x	2		x	x	x
*Wakefield High School	10-12	2200	3		½	4	$5340	I.M.C.	1	253	2	1		1		x	x		x		x
Washington - Seattle - *Lincoln Senior High School	10-12	2250	1½		1	55	$3.32 per	$343 I.M.C.	1	92	1			1	1	x	x			x	x
Wisconsin - Brookfield - *Brookfield East High School	9-11	750	1	¼	1	26	$4.00 per	$1.50 per	1	140	2	1		1		x	x	x	x	x	x

TABLE: 2

TYPE I SCHOOL LIBRARIES

41 Schools in 17 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
California - New Cuyama - Cuyama Joint Union School	6386	26		10	2	1	12		4	14	1	6	63		
Delaware - Dover - Dover High School	12000	85	5	9	4		5	9	1	5	8		32	20	
New Castle - William Penn High School	12000	80	5	6	2		14			10	13		42	11	
Florida - Fort Lauderdale - Fort Lauderdale Manor Elementary School	6000	33	2	9			9	6		9		10	38	3	2
Stranahan Senior High School	11893	89	4	4	2		7	2	1	7	7	2	34	15	
Gainesville - P. K. Yonge Laboratory School	10131	50	4	9					Univ. Lib.	11	x	4	50	x	1
Panama City - *Jinks Junior High School	6461	47	6	8	3		14	2	1	13	1	1+	38	12	10
Sebring - Woodlawn Elementary School	5494	24		8	4		15	2		10	3	3	37	9	
Illinois- Evanston - Evanston Township High School	37541	158	5	8			11			11	10		37	7	

TABLE: 2 (Continued)

TYPE I SCHOOL LIBRARIES

41 Schools in 17 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Illinois - Flossmoor - Homewood-Flossmoor High School	9085	135	8	7			8			10		1	22	31	
Northlake - West Leyden High School	16486	x	x	10			7			13		1	57	10	
Oak Lawn - Reavis High School	8500	138	6	8	6		6			6	4	1	39	3	
Oak Park - Oak Park & River Forest High School	33124	130	7	6	1		12			11	8	1	46	9	
Peoria Heights - Richwoods Community High School	13000	130	6	6			7			8	8	5	46	3	
Urbana - University High School	7212	150	6	4	3		12	University Library		8	17	5	32	35	
Urbana Junior High School	7005	40	3	6	3	1	11	1	2	12	13	3	46	22	
Wood River - East Alton-Wood River High School	13050	103	7	10	6		19			24	3	1	37	23	
Indiana - Indianapolis - Lawrence Township Lawrence Central Junior-Senior High School	8486	174	7	9			12			16			51	11	
Washington Township - North Central High School	9122	135	6	8	2		13			12	10	1	47	18	
Lafayette - Jefferson High School	7274	101	7	7	1		7	8	8	8	5	1	34	29	
Louisiana - Monroe - Lakeshore Elementary School	5292	32	2	7	5		12	1		16	13	3	29	23	

TABLE: 2 (Continued)

TYPE I SCHOOL LIBRARIES

41 Schools in 17 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Maryland - Kensington - Newport Junior High School	9602	70	3	9			9	2		13		7	25	22	
Rockville - Walter Johnson Senior High School	9389	140	5	7	8		17	4	1	8	7	4	27	31	
Walkersville - Walkersville Junior-Senior High School	4494	55	4	4	1		9			6	10	5	33	22	
Michigan - Midland - Midland Senior High School	13842	175	6	9	3		2	3		11	7	2	50	10	
Minnesota - Roseville - Alexander Ramsey High School	16916	125	10	8	3		11	7	1	8	1	1	25	1	29
North St. Paul - North St. Paul-Maplewood School	10921	137	2	4			10	4		9	7	1	22	36	
New Jersey - Hanover - Hanover Park High School	11736	160	8	9			19	1		12	17	1	40	14	
Mahwah - Mahwah Junior-Senior High School	9800	80	3	10			12			12	4	1	50	7	
New Vernon - Harding Township Elementary School	6000	56		8	3		10			9	7		29	22	
New York - Garden City - Garden City Senior High School	11450	102	6	9	5		14			12	15	2	31	33	
New York - Lexington School for the Deaf	6482	57	3	7	2		12	2		4	5		41	9	
North Carolina - Charlotte - Chantilly Elementary School	6233	20	3	3	1		8	1		7	4	3	42	12	5

TABLE: 2 (Continued)

TYPE I SCHOOL LIBRARIES

	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
41 Schools in 17 States Arranged by State and Ctiy	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
North Carolina - Hickory - College Park Junior High School	7346	71	4	7	2		17		1	13	10	1	43	27	
Tennessee - Chattanooga - Brainerd High School	8396	44	4	9	2		11	6	3	8	6	2	50	19	1
Chattanooga County - Central High School	17348	120	4	11	1	x	13		1	8	7	3	30	27	
Texas - Denton - Laboratory School - North Texas State University	16879	122	7	8	6		9	1	11	9	1		47		
Virginia - Arlington - Yorktown High School (New)	9955	92	4	4			13	4		4	4	5	32	8	
Wakefield High School	13043	106	4	8			16	2	1	11	5	6	32	23	11
Washington - Seattle - Lincoln Senior High School	13578	143	3	7	8	4	8	7		12	20	10	35	13	
Wisconsin - Brookfield - Brookfield East High School	6977	111	7	12	2		11		1	8	2	1	52	23	

TABLE: 3

Type I
Special Characteristics of
31 School Libraries
Visited

	Community		System			Building Characteristics					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District D.I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Machines	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Florida - Fort Lauderdale - Lauderdale Manors Elementary	83,684	Resort Town	x	x		x								x			x	x		x	x					
Stranahan High School	83,684	Resort Town	x	x		x					x									x		x				x
Gainesville - P. K. Yonge Laboratory School	29,701	College Town			Univ.		x					x				x		x		x		x				
Panama City - Jinks Junior High School	33,275	Resort, Industry		x		x				x											x					
Illinois - Evanston - Evanston Township High School	79,283	Suburb Chicago				x						x	x		x				x	x	x	x			x	
Floosmoor - Homewood-Flossmoor High School	4,624	Suburb Chicago					x			x	x		x		x							x	x		x	
Northlake - West Leyden High School	12,318	Indust. Suburb					x			x	x									x		x				
Oak Lawn - Reavis High School	27,471	Suburb				x				x	x											x				
Oak Park - Oak Park-River Forest High School	61,093	Suburb				x						x	x		x							x			x	
Peoria Heights - Richwood Community High School	5,500	Suburb					x			x		x	x									x			x	
Urbana - University High School	27,294	Univ. Town			Univ.	x						x	x		x				x	x		x			x	x
Urbana Junior High School	27,294	Univ. Town	x	x		x					x				x				x	x	x	x				
Wood River - Wood River-East Alton High Sch.	11,694	Indust.				x					x									x	x	x				

TABLE: 3 (Continued)

Type I Special Characteristic of 31 School Libraries Visited	Community		System			Building Characteristics					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Mechine	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Indiana - Lawrence Township - Lawrence Central Junior-Senior High School	476,258	City	x	x	x	x				x	x	x	x		x				x	x	x	x			x	x
Washington Township - North Central High School	500,000	Wealthy Suburb			x	x						x							x	x	x	x				
Lafayette - Jefferson High School	42,330	Indust. City		x	x	x					x									x	x					
Louisiana - Monroe - Lakeshore Elementary School	52,218	Suburb				x												x		x	x					
Michigan - Midland - Midland Senior High School	27,779	Research Rural		x		x					x				x	x					x	x			x	
Minnesota - Roseville - Alexander Ramsey High School	23,997	Suburb	x	x		x				x	x		x							x	x	x		x	x	x
North St. Paul - North St. Paul-Maplewood Senior High School	8,520	Suburb				x				x	x									x	x	x				
New Jersey - Hanover - Hanover Park High School	4,379	Suburb					x			x	x				x		x			x		x				
Mahwah - Mahwah High School	4,350	Suburb Rural					x	x		x	x				x				x	x	x	x				
New York - Garden City - Garden City Senior High School	23,948	Suburb	x			x						x	x		x					x	x	x				
New York City - Lexington School for Deaf	7,781,984	Metro. City				x				x									x	x						

TABLE: 3 (Continued)

Type I Special Characteristics of 31 School Libraries Visited	Community		System			Building Characteristic					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Mechine	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
North Carolina - Charlotte - Chantilly Elementary School	201,564	Manuf. Textile City	x	x	x	x											x	x		x	x				x	
Tennessee - Chattanooga - Brainerd Senior High School	130,009	Indust. City	x	x		x					x				x	x			x	x	x	x				
Chattanooga County - Central High School	130,009	City	x	x		x					x		x		x					x	x	x			x	x
Virginia - Arlington - Yorktown Senior High School	163,401	Suburb	x	x	A-V	x					x	x	x		x					x	x	x		x	x	x
Wakefield High School	163,401	Suburb	x	x	A-V	x					x	x	x		x					x	x	x	x	x	x	
Washington - Seattle - Lincoln Senior High School	560,000	City	x	x	x	x					x	x			x					x	x	x			x	
Wisconsin - Brookfield - Brookfield East High School	19,812	Suburb		x		x				x	x		x							x	x	x			x	

TYPE II SCHOOL LIBRARIES

Richness of resources as judged by quantitative standards of the American Library Association cannot evaluate the quality of collections in a school library in terms of the selection of materials having been chosen to fit the individual and group needs of students, or to fit the curricular units of a school program, but they do serve as a first guideline in judging the holdings of libraries. Since this study does not evaluate school library holdings, but does attempt to determine if the holdings of a school library represent the multimedia resources considered essential for a materials centered library, then charting the quantitative holdings of the schools by use of the national standards indicates degrees of resources available for use by students and teachers.

School libraries that have been grouped as Type II fall somewhat below the first group in meeting national standards, but still have very fine resources and programs as determined by the data sent in by each of the fifty-one schools returning the checklist. There are sixty-six schools in twenty-one states in this group. Forty-six of them were visited, but fifteen of these did not return the checklist, including those in Ohio and Massachusetts. Enrollment and grade level patterns are very similar to those in the first grouping of schools, but with more elementary schools and a few less high schools, and with the majority of the schools having an enrollment ranging from 500 to 2,000. Of these school libraries, only seven or thirteen percent instead of the forty-two percent of Type I schools meet national standards for book holdings; thirty-eight percent instead of fifty-two meet standards for periodical holdings; and twenty-six or fifty percent rather than eighty-three meet standards for newspapers[1]. Vertical file materials fall into approximately the same groupings as Type I schools. Over half of the schools (thirty-one) hold from seven to nine of the possible ten categories of materials. For both professional materials and audio-visual resources, there were fewer categories checked by Type II schools. The median for Type II schools is found to be nine to ten categories instead of eleven to twelve categories for Type I schools. Thus the holdings are less extensive for all types of materials held by these schools. Budget provisions for Type II schools also fall below national standards. Only six or eleven percent of the schools meet ALA standards for budget provisions, while forty percent of Type I schools did meet national standards. Seven schools meet national standards for staff.

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[1] See Chart 8, page 24.

Space areas in sixty-three percent of the schools for the library program also fall somewhat below the standards met in Type I schools. This does not mean, however, that these schools are without such provisions. Twenty-nine of the schools provide for conference rooms, thirty have listening and viewing areas, twelve have dark rooms for production services, twenty-five have faculty libraries, and all have areas for storage of equipment and resources. Eight of the schools have a library classroom. Although these figures are somewhat below those found for Type I schools, they do indicate that many schools are giving attention to these space needs.

The majority of these schools are found in suburban, resort, and college areas, while some are located in industrial cities. Thirty-four of these schools have additional resources supplied by the district instructional materials center or by a university materials center. Thirty-two of these schools have library supervisors. Central processing of materials is provided by seventeen of these centers, whereas nine centers provided central processing for Type I schools. Information has not been tabulated as to whether the central processing is for audio-visual materials only, for books only, or for both, for elementary schools, for new schools, for schools lacking adequate professional staff, or for any other combination. All these patterns were found during visits to the schools.

Most of the libraries in this group are located in a one building school, but at least one has a separate outside entrance, and two are located in separate library buildings. One of the latter schools is in Massachusetts and the other is in North Carolina. Three schools have a library-in-the-round as an architectural variation, but this poses many problems of expansion, flexibility, and administration. Another school has a library on the first and second floors, with glass enclosed lobbies for circulation needs, two reading areas, conference rooms, offices, and storage areas planned as integral units for each floor. The reading rooms serve the specialized needs of the language arts, social studies, vocation, science, and arts departments of the school, and librarians are chosen for their subject competencies when possible.

Special features of these schools include advanced placement in ten of the high schools, team teaching in seventeen schools, and individualized reading programs in twelve schools. Educational television and radio programs are used in thirty-seven schools, language laboratories in twenty-five schools and teaching machines and programmed lessons as individual follow-up activities are used in thirteen schools at both the elementary and high school level. Two schools are open for library service at night, three are also open on Saturday, eighteen are open for the summer session, and seven of the high schools have been examined by use of the Evaluative Criteria.

For the Type II school libraries, Florida and Illinois rank first with nine schools each; North Carolina is second with five schools; and Louisiana, Michigan, Ohio, Pennsylvania, and Virginia each have four schools. Other states in this group include Alabama, Delaware, Indiana, Kentucky, Maryland, Massachusetts, Minnesota, New Jersey, Oregon, Tennessee, Texas, Washington, and Wisconsin.

From the data presented thus far, approximately one-fourth of the schools in this study have school libraries that meet national standards in at least two or more areas. All of the ninety-two school libraries identified qualify as having resources, quarters, and equipment to service the reading, listening, and viewing needs of students and teachers. Some of these schools provide an audio-visual specialist and/or technician who works closely with the library and teaching program, and some provide part-time teacher help in requesting films and other resources from the district instructional materials center. In other schools, all the services are provided by the library staff--professional, clerical, technical. On a library staff composed of two or more librarians, one of them is apt to have special preparation in the audio-visual field and is given major responsibility for this phase of the program. All of the librarians, however, in most of these schools share responsibility for selecting, processing, and servicing all types of learning materials--book and nonbook. The card catalogs provide the indexes to these milti-media resources, but are in varying degrees of completion.

In all of these school libraries, there is a climate of learning provided for the student whether it is in an elementary school, junior high school, or high school, and regardless of whether the student comes from low income, culturally deprived environments or from university families. The libraries are resource centers for the instructional program of the school as was true of Type I school libraries. Experiences are provided that will lay a foundation for the appreciation of good literature and for the motivation of an interest for reading. In many of these libraries, whether elementary or high school, there are study carrels for students who wish to do independent work. Some of the carrels have electronic outlets for purposes of viewing or listening as well as reading; those that do not have outlets which are known as dry carrels. Taped class lectures are available in some of the libraries ~~and~~ to enable students who have been absent or who feel the need to have the lecture repeated to hear a taped lecture by a classroom teacher, by a master teacher in team teaching programs, or by a resource person at his own desk telecommunicating with a class by long distance telephone arrangements. Electronic devices in some schools make it possible for students to dial for taped materials they wish to hear. By these means ~~The~~ the multiplicity of learning materials are being made readily available.

are for studying in primary function resources

In one of the libraries where high school students are regularly scheduled for a library period, students are expected to become aware of and to make use of a wide variety of sources and resources. They are expected to be familiar with library techniques, to attack problems in finding obscure references by searching persistently, and to become discriminating in the use and evaluation of resources by working independently. In this experimental school, it is considered as essential for a student to be scheduled for a library period as for a class period. There is sufficient professional staff in this library to work with students individually if needed.

Opportunities for pleasure listening and reading are considered essential in these functional libraries. Guidance services and resources to help students solve personal and social problems are made available. Some of these schools have little radio studios, small theatres, music rooms, and electronic centers to supply each classroom, study area, and library with needed programs. Closed circuit facilities are provided to develop and plan large group instruction to meet the needs of the individual school or school system. Many of the schools have purchased needed equipment and specialized resources through National Defense Education Act (NDEA) funds or special grants allotted to them.

Published reports on the impact of newer media on teaching methods is easily available and shows the change from a conventional reading program in science, at the elementary level, for example, to a science activity program utilizing science kits, mobile science demonstration tables, tote trays, models, microscopes, computer kits, student reference books, and other types of material.

The major problems of these school libraries were lack of staff, lack of money, lack of adequate quarters although plans were completed for new libraries in several schools, and lack of adequate collections. But regardless of the adequacy of resources, the dynamic library programs gave evidence of careful librarian-teacher planning and the awareness of the need for improvement by the long range plans developed for attaining goals. Many of these schools provide finalists and semifinalists in the merit scholarship program, attesting to quality education being available to their students. Data for Type II school libraries are found in Table 4, 5, and 6, on pages 59 to 69.

TABLE: 4

TYPE II SCHOOL LIBRARIES

51 Schools in 19 States Arranged by State and City *Schools Visited (31)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening		Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
												Room	Stations								
Alabama -																					
Birmingham - *Wenonah High School	8-12	1432	2			33	$2197	A-V Center	1	109	x			x		x	x			x	x
Tuscumbia - Cave Street Elementary School	1-6	341	1			x	$1.25 per	$1.00 per	1	32							x			x	x
Main Street Elementary Sch.	1-6	308	1				$1.25 per	$1.00 per	1	55										x	x
Delaware -																					
Wilmington - River Road Elementary School	1-6	639	¼		1		$2.00 per	$.75 per	1	64		1	1	1		x	x		x	x	x
Florida -																					
Crestview - Southside Elementary School	1-6	547	1		½	20	$550	$100	1	60	1						x	2	x	x	x
Fort Lauderdale - *Dillard Comprehensive High School	9-12	930	1		1	28	$5080		1	112	1			1		x	x			x	x
Jacksonville - Cedar Hills Elementary School	1-6	1000	1			8	-- $1.50+ --		1	48	x					x	x		x	x	x
Melbourne - Melbourne High School	10-12	1960	2	1		64	$2247	$1134	1	143		2	21	1		x	x		x	x	x
Miami - *Poinciana Park Elementary	1-6	1248	1	¼		113	$1453	$.10	1	68	1					x	x			x	x
Pensacola - *Escambia High School	10-12	2024	2	1		70	$1797	$811	1	191	2	2		1		x	x			x	x
Pensacola Technical High Sch.	10-12	440	1			21	$1.62 per	$.50 per	1	50							x	x		x	x
Sarasota - *Sarasota Junior High School	7-9	1550	1	1		22	$2500	$675	1	65	2			1		x	x		x		x
Warrington - Warrington Elementary School	1-6	998	1			67	$1556		2	35		1		x		x	x		x	x	x
Illinois -																					
Carbondale - *University School	K-12	575	2		2	6	$4.00 per	A-V Center	2	80	2	1	x			x	x		x	x	x
Champaign - *Champaign Senior High School	10-12	1750	2		2	10	$2.25 per	$1.75 per	3	150	2					x	x		x	x	x
Chicago - *University of Chicago Laboratory High School	7-12	800	6		1	12	-- $8000 --		1	152	4		x	x		x	x			x	x

TABLE: 4 (Continued)

TYPE II SCHOOL LIBRARIES

51 Schools in 19 States Arranged by State and City *Schools Visited (31)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	List-ening		Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
												Room	Stations								
Illinois - Decatur - Lakeview High School	7-12	478	1	1	1	52	$2.50 per		1	244	x	x	40	1		2	2	x	x	x	x
Elmhurst - *York Community High School	9-12	2310	3	1	2	40	-- $3000 --		2	215	2					2	2		x	x	x
Winnetka - *New Trier Township High School	9-12	4200	5	1	3	250	$2.50 per		4	376	3				2	x	x		x	x	x
Indiana - Lafayette - *Sunnyside Junior High School	7-9	960	1			20	$2.50 per	$2.00 per	1	80						x	x			x	x
Kentucky - Covington - *Fourth District Elementary	1-6	525	1			16	$1150	$62.50	1	74		1			1	x	x		x	x	x
*Ninth District Elementary	1-7	623	1			30	Not	Checked	1	60					1	x	x		x	x	x
Louisiana - Baton Rouge - *Laboratory School - Louisiana State University	1-12	523	1			x	-- $3.42 -- per		2	62		1		1		x	x		x	x	x
Minden - *J. L. Jones Elementary School	1-5	561	1				-- $2.00 --		1	55						x	x			x	x
E. S. Richardson Elementary	1-5	674	1				-- $2.00 --		1	36							x		x	x	x
Monroe - *Ouachita Parish High School	9-12	1350	2			5	$1.59 per	$.25 per	1	140				x	x	x	x			x	x
Maryland - Wheaton - *Wheaton High School	10-12	2000	2	¼	1	35	$2.68 per	$2.00 per	1	156		x				x			x	x	x
Michigan - Birmingham - *Groves High School	7-12	1900	2	¼	1½	20	$7500	$2000	1	120	1		4			x	x	x		x	x
Livonia - *Bryant Junior High School	7-9	890	1½	1	½	42	Page Missing		1	68	1					x	x		x	x	x
Upsilanti - *Lincoln Consolidated School	9-12	500	1		½	9	$3288	$300	1	100	1			1		x	x	x	x	x	x
Minnesota - Roseville - (New) *Fairview Junior High School	7-9	1070	1		2	x	$3.00 per		1	78	2	1		1		x	x			x	x
White Bear Lake - *Sunrise Park Junior High School	7-9	1348	1		1	x	$3.00 per	$1.50 per	1	90	1	1		x		x	x	x	x	x	x

TABLE: 4 (Continued)

TYPE II SCHOOL LIBRARIES

51 Schools in 19 States Arranged by State and City *Schools Visited (31)	Grades	Enroll-ment	Staff: Library Professional	Staff: Audio-Visual Specialist	Staff: Clerical	Staff: Student	Budget: Books	Budget: Audio-Visual	Types of Areas in Quarters: Reading Room	Seating	Conference Room	Listening: Room	Listening: Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
New Jersey - Newark - Clinton Place Junior High School	7-9	1800	2	¼		100	$1350	A-V Center	1	72	1	1	6			x	x		x	x	x
Rockaway - Morris Hills Regional High School	9-12	1915	2			42	$4000	$2000	1	80							x			x	x
North Carolina - Charlotte - *Herbert Spaugh Junior High School	7-9	1000	1	¼		31	$1.15 per	A-V Center	1	66	2	1		1		x	x		x	x	x
*Myers Park High School	10-12	1352	2			27	$1.15 per	A-V Center	1	200	3	3		1		x	x	x		x	x
Hickory - Grandview Junior High School	7-9	750	1				$1911	$149	1	108	1			1			x			x	x
Oregon - Portland - *Grant High School	9-12	2850	1		2½	8	-- $7315 --	A-V Center	1	176	2		x		1	x	x	x		x	x
Pennsylvania - Bellwood - Bellwood-Antis High School	7-12	710	1		1		$1100	Adequate	1	60	1		x			x	x	x		x	x
Butler - Butler Junior High School	7-9	2455	1		1	60	-- $4500 --		1	48								x		x	x
Pittsburgh - (Whithall School District) *Rolling Hills Elementary	K-6	350	1			x	$2.00 per	$1.00 per	1	45			1			x	x		x	x	x
(North Hills School District) *North Hills High School	10-12	1375	3		½	35	$5.00 per	A-V Center	1	72	1		5	x	1	x	x			x	x
Tennessee - Nashville - *Dan Mills Elementary School	1-6	600	1		1	x	$1.00 per	A-V Center	1	40						x	x			x	x
*Howard High School	7-12	582	1			20	$2.68 per	$315	1	90				1		x	x			x	x

TABLE: 4 (Continued) TYPE II SCHOOL LIBRARIES 51 Schools in 19 States Arranged by State and City *Schools Visited (31)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening Room	Listening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Texas - Denton - Texas Woman's University Demonstration School	K-6	213	1			12	$863	College $25.00	1	50	x		x			x	x		x	x	x
Virginia - Abingdon - Abingdon High School	8-12		1		¼	32	$7125	$4356	1	130	2					x	x	x		x	x
Arlington - Taylor Elementary School	1-6	382	1				$3.66 per	A-V Center	1	30							x			x	x
*Kate Waller Barrett Elementary School	K-6	430	1			24	$3.20 per	A-V Center	1	50	x					x	x			x	x
Kenmore Junior High School	7-9	1240	2		½	17	$5500	A-V Center	1	106	x				x	x	x	x	x	x	x
Washington - Bellevue - Bellevue High School	10-12	1198	1		1		$4.50 per	$830	1	84				1	x	x	x			x	x
Wisconsin - Pewaukee - *Pewaukee Elementary School	K-6	796	1		1		$3.00 per		1	32				x		x	x		x	x	x

TABLE: 5

TYPE II SCHOOL LIBRARIES

51 Schools in 19 States Arranged by State and City	Number of Titles Available			Number of Categories Checked												
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Alabama - Birmingham - Wenonah High School	6352	67	4	8	4		12	3		12	9	5	25	25	
Tuscumbia - Cave Street Elementary School	3643	12		8			9	1	2	16	8		32	8	
Main Street Elementary School	4071	5		7			8			10	5	3	29	13	
Delaware - Wilmington - River Road Elementary School	6212	24	2	9			6	1	1	7		1	29	16	1
Florida - Crestview - Southside Elementary School	5051	24		11			9		1	11	3	1	39	9	
Fort Lauderdale - Dillard Comprehensive High School	7502	95	7	9	4		6	6		3	7	5	40	8	
Jacksonville - Cedar Hills Elementary School	5246	28		9	2	1	12	2		18		7	36	4	8
Melbourne - Melbourne High School	5147	90	6	6	1		11			11			49	3	
Miami - Poincinana Park Elementary School	5624	30		7			10		3	13	5	6	25	22	
Pensacola - Escambia High School	10438			5	2		6			7	2	1	40	10	
Pensacola Technical High School		51	3	6	1		11	3	3	8	1	6	34	18	5
Sarasota - Sarasota Junior High School	9400	48	3	2			14	4	2	15	1	1	43	11	12
Warrington - Warrington Elementary School	5531	25		8	5		10			12	2	5	35	1	
Illinois - Carbondale - University School	11500	150	5	9		4	10	1		19	A-V Center		36	12	
Champaign - Champaign Senior High School	6313	85	6	8			8		1	5			43		
Chicago - University of Chicago Lab. School	23500	125		8			15			6			22	1	

TABLE: 5 (Continued)

TYPE II SCHOOL LIBRARIES

51 Schools in 19 States Arranged by State and City	Number of Titles Available			Number of Categories Checked												
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Illinois - Decatur - Lakeview High School	6428	120	6	5			15			5			51		
Elmhurst - York Community High School	17372	66	3	5			10	2		23	11	6	19	2	
Winnetka - New Trier Township High School	19861	94	8	6	4		5			5	6	1	32	22	
Indiana - Lafayette - Sunnyside Junior High School	4719	69		8	2		8		1	10	6	2	35	13	
Kentucky - Covington - Fourth District Elementary School	4067	8		9	3		9	13		15	22	3	37	22	
Ninth District Elementary School	5697	18		8			14			13	8	1	36	8	
Louisiana - Baton Rouge - Laboratory School - Louisiana State University	13991	55	2	6		1	1	L. S. U.	19	8	14		31	14	
Minden - (Webster Parish) J. L. Jones Elementary School	4517	30	3	4	10		7	3	5	15	21	4	27	20	
E. S. Richardson Elementary School	5666	28	3	4			7	4	5	12	3	2	34	2	
Monroe - Ouachita Parish High School	10557	72	5	7	8	1	10	6	6	5	19	4	36	19	
Maryland - Wheaton - Wheaton High School	13015	101	7	8	5		12	1		11	8	5	26	26	
Michigan - Birmingham - Groves High School	10307	139	5	7	1		11	5	1	4	11	6	32	36	2
Livonia - Bryant Junior High School	4000	78		8			13			8			29	5	
Upsilanti - Lincoln Consolidated School	4585	85	6	8	3		8	Univ. Lib.		4	8		23	36	

TABLE: 5 (Continued)

TYPE II SCHOOL LIBRARIES

51 Schools in 19 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Minnesota - Roseville - Fairview Junior High School (New)	8235	80	5	Not		Checked		----		Not	Checked		----		
White Bear Lake - Sunrise Park Junior High School	5553	61	2	9			9	5		14		1	52		
New Jersey - Newark - Clinton Place Junior High School	4253+	46		6		4	9	18		13	7	17	39	18	1
Rockaway - Morris Hills Regional High School	12000	128	4	5			9			8	3		12	1	
North Carolina - Charlotte - Herbert Spaugh Junior High School	7599	51		9	10		17	20	20	10	15	4	38	35	19
Myers Park High School	9115	99	4	10	x		12	Curr. Lib.		5	dept.	x	30	23	
Hickory - Grandview Junior High School	4030	51	3	4	2		11			8		2	38		
Oregon - Portland - Grant High School	18811	125	6	5				Center		5	4	1	20	35	
Pennsylvania - Bellwood - Bellwood-Antis High School	6212	125	4	8			13	6		6	4	2	39	11	
Butler - Butler Junior High School	13356	135	7	7			6			7			23	30	
Pittsburgh - (Baldwin-Whitehall School District) Rolling Hills Elementary School	3449	25	4	8	1		19	1		22			55	9	3
(North Hills School District) North Hills High School	8000	96	4	3	2		6	5		6	11	2	25	17	
Tennessee - Nashville - Dan Mills Elementary School	4200	25		5	1		12			9	3		26	2	
Howard High School	5519	49	2	7	7		9	3	2	7	9	6	35	17	7

TABLE: 5 (Continued)

TYPE II SCHOOL LIBRARIES

51 Schools in 19 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Texas - Denton - Texas Woman's University Demonstration School	5500	30	1	6	3	4	2		College	9	4	College	28	5	
Virginia - Abingdon - Abingdon High School	7586	good	good	9	7		4	2		20	6	6	34	9	
Arlington - Taylor Elementary School	4376	22		7	2		11	2		10	5	1	27	4	
Kate Waller Barrett Elementary	5101	18		5	5		8	2		11	6	8	24	23	
Kenmore Junior High School	8137	61	2	9			11	9		8	3	2	31	13	
Washington - Bellevue - Bellevue High School	6395	77	5	7			5	4		7	4	8	43	9	
Wisconsin - Pewaukee - Pewaukee Elementary School	13327	28		2			12			15	3	1	43	15	

TABLE: 6

Type II Special Characteristics of 46 School Libraries Visited

	Community		System			Building Characteristic					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Mechine	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Alabama - Birmingham - Wenonah High School	340,887	Manuf. City	x	x		x					x									x	x	x				x
Florida - Fort Lauderdale - Dillard High School	83,648	Resort Town	x	x		x					x									x		x				x
Miami - Poincinana Park Elementary	291,688	Resort Town	x	x	x	x											x	x		x	x				x	
Pensacola - Escambia High School	56,752	Naval Station	x	x	x	x					x	x	x									x				x
Sarasota - Sarasota Junior High School	34,083	Resort Town	x	x		x				x		x						x	x	x	x	x				
Illinois - Carbondale - University School	14,670	College	x		x	x						x	x		x			x	x	x	x	x				
Champaign - Champaign High School	49,583	College				x					x				x					x		x			x	
Chicago - *Laboratory School (Elementary) Univ. of Chicago	3,530,404	City				x			x			x					x	x		x	x					
Laboratory School (High School)		City				x						x	x							x		x				
Elmhurst - York Community High School	36,991	Suburb				x					x		x									x			x	
Highland Park - *Highland Park High School	35,532	Suburb				x						x	x		x	x						x			x	
Joliet - *Joliet Township High School	100,000	Suburb				x					x										x				x	
Winnetka - New Trier Township High Sch.	13,368	Suburb					x				x	x	x		x						x				x	
Indiana - Lafayette - Sunnyside Junior High School	42,330	Indust.				x						x						x								

* Schools not returning checklist (15)

TABLE: 6 (Continued)

Type II
Special Characteristics of
46 School Libraries
Visited

	Community		System			Building Characteristics					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible schedule	Teaching Mechine	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Kentucky - Covington - Fourth District School	60,376	Indust.	x	x		x											x	x								
Ninth District School	60,376	Indust.	x	x	x	x												x								
Louisiana - Baton Rouge - University Laboratory Sch.	152,419	Univ. Chemical Capitol	x			x						x			x		x	x		x	x	x	x			
Minden - (Webster Parish) J. L. Jones Elementary Sch.	12,785	Rural-Urban	x	x	x	x												x			x					
Monroe - Ouachita Parish High School	52,219	Chemical College	x	x		x				x	x									x	x	x				
Maryland - Wheaton - Wheaton High School	54,635	Suburb	x	x	x	x					x								x		x	x	x	x	x	
Massachusetts - Newton - *South High School	92,384	Suburb	x	x			x	x	x	x		x	x		x		x		x			x			x	x
Michigan - Birmingham - Groves High School	25,525	Suburb	x			x				x	x	x	x		x				x	x		x			x	x
Livonia - Bryant Junior High School	66,702	Suburb	x	x	x	x						x			x						x	x			x	
Royal Oak - *Kimball High School	80,612	Suburb	x	x	x	x					x	x									x	x				
Upsilanti - Lincoln Consolidated High	20,957	College		x		x					x								x	x	x	x				
Minnesota - Aitkin - *Aitkin Independent School	1,829	Tourist	x	x		x				x	x											x			x	
Roseville - Fairview Junior High School	23,997	Indust.	x	x		x				x					x							x		x	x	
White Bear - Sunrise Park Junior High	12,849	Suburb				x				x		x								x	x					
North Carolina - Charlotte - Herbert Spaugh Junior High	201,564	Indust. City	x	x		x						x								x	x	x				

*Schools not returning checklist (15)

TABLE: 6 (Continued)

Types II
Special Characteristics of
46 School Libraries
Visited

	Community		System			Building Characteristic					Special Curriculum				Experiental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Mechine	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
North Carolina - Charlotte - Myers Park High School	201,564	Indust. City	x	x			x	x			x	x	x							x	x	x				
Greensboro - *Archer Elementary School	119,574	Indust. College	x	x	x	x								x	x		x	x		x						
*Kiser Junior High School	119,574	Manuf.	x	x	x	x						x								x					x	
Ohio - Shaker Heights - *Lomond Elementary School	36,460	Suburb	x	x	x	x									x		x	x	x	x	x					
*Mercer Elementary School	36,460	Suburb	x	x	x	x									x		x	x	x	x	x					
*Fernway Elementary School	36,460	Suburb	x	x	x	x											x	x		x						
*Shaker Heights Senior High	36,460	Suburb	x	x	x	x					x	x							x	x	x			x		
Oregon - Portland - Grant High School	370,000	City	x	x	x	x						x	x							x	x	x				x
Pennsylvania - (Baldwin-Whitehall School District) Pittsburgh - Rollings Hills Elementary		Suburb	x	x	x	x								x	x		x	x	x	x	x				x	
(North Hills School District) North Hills High School		Suburb	x	x	x	x					x	x							x	x		x				
Tennessee - Nashville - Dan Mills Elementary School	170,874	Capitol Factory	x	x		x									x		x	x		x	x				x	
Howard High School	170,874	Capitol	x	x		x					x									x	x					
Texas - Austin - *Cassis Elementary School	186,545	Capitol Univ.				x						x						x		x	x				x	
Houston - *Pershing Junior High School	938,219	City	x	x		x					x	x			x				x	x		x			x	
*Johnston Junior High School	938,219	City	x	x		x					x	x			x				x	x		x			x	x
Virginia - Arlington - Kate Waller Barrett Elem.	163,401	Suburb	x	x		x				x					x		x	x		x	x					
Wisconsin - Pewaukee - Pewaukee Elementary School	2,484	Resort				x												x			x					

TYPE III SCHOOL LIBRARIES

When comparing the total of one hundred and sixteen school libraries that have been grouped as Type III with the first two groups, a relatively smaller number of these schools meet national standards for book and nonbook resources. These school libraries are located in twenty-four states including California, and visits were made to fifty-three of the libraries, sixteen of them did not return a checklist. The largest number of these school libraries were found in Florida with 20 school libraries so identified, Virginia with 17, and Maryland with 13. The other states in this grouping include Alabama, Arkansas, California, Connecticut, Delaware, Georgia, Illinois, Indiana, Louisiana, Michigan, Minnesota, New Hampshire, New York, North Carolina, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Washington, and Wisconsin. Five states not previously identified are in this grouping: Arkansas, Connecticut, Georgia, New Hampshire, and South Carolina. The number of school libraries identified in these five states range from one to three, but in one of these states school administrators throughout the state have accepted the philosophy of the instructional materials center for their school libraries and are attempting to coordinate the program in their schools. This general acceptance to have the library the instructional materials center is also the official policy of several of the town, county, and city systems represented in this group, though only one school may be identified in the tabulations.

The range of grade levels of Type III schools is much more similar to Type II schools than to Type I school libraries. In this category, thirty-four or thirty-four percent of the schools were elementary schools, twenty-five percent were junior high schools, six percent were junior-senior high schools, thirty-one percent were high schools, and four percent were schools with grades one to twelve. These percentages are almost identical with those of Type II schools. The enrollment patterns were also very similar to those of Type II schools with fifty-one percent of the schools below 1,000 enrollment, and ninety-one percent below 2,000 enrollment, very few large schools are included. These comparisons are found in Chart 4 and 5 (see pp. 20-21).

According to the checklists that were returned from these schools, their instructional materials holdings were less extensive as to types and amount of materials in each category than was true of schools of Type I schools. Fourteen percent of these schools had book holdings that met national standards as contrasted to forty-two percent of Type I schools. For magazines there were nineteen percent as contrasted to fifty-two percent for Type I school libraries. Book and newspaper holdings, however, were slightly better than those of Type II schools, namely one percent more met national standards[1]. Considerably less extensive holdings, though, were found for resources in the areas of magazines, vertical file, professional, and audio-visual materials than was true for Type I or Type II school libraries. The median range of vertical file categories for these schools was five; for professional materials, six; and for audio-visual materials, six. A few of these schools have richer resources in the audio-visual field than in book collections, but generally the distribution patterns are similar in all schools. Those schools that have good book collections also have good resources in the other types of instructional materials, and vice versa. Well-rounded collections in all areas, however, were not so evident in these schools as in those previously discussed. Some of these schools represent shared programs with the library and the audio-visual departments working together, or with teachers assigned part-time responsibility for audio-visual bookings.

Only eight schools meet national standards for budget provisions for books, but twenty-five percent or one-fourth of the schools receive funds and audio-visual materials from a system or district materials center to supplement the library holdings. Budgets range from $1.00 to $5.00 per student for books alone, and many consider their budget provisions only fair. For a few schools the final page of the checklist asking for budget figures was missing or not checked. Limited though budget and resources were for some of these schools, all of the school libraries did provide some of the nonprint as well as printed resources as part of their holdings and had equipment to handle recordings, tapes, slides, or films. With the exception of six small schools that met national standards for professional staff, inadequacies of staff were more evident in these schools, even though twenty-five percent had more than one professional staff member and a part-time or one full-time clerical assistant. Slightly over one-fourth or twenty-eight percent of these schools also met standards for seating ten percent of the school enrollment in one or more reading rooms. Forty-two percent of the schools had conference rooms, thirty-five had listening and preview areas, and fifteen had library classrooms, while sixteen had dark room facilities. One of the schools in Washington has a separate library building with an outdoor reading court, and one of the schools in Illinois has the library suite located on two floors. Most of them had workroom and/or office areas, and storage facilities for periodicals and audio-visual equipment, while thirty-seven had faculty libraries. With one or two exceptions, these schools did not meet national standards in more than one category. A school might meet standards for seating but not for books, or for book holdings but not for seating, budget, or staff, or any other combination.

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[1] See Chart 8, page 24.

Of the fifty-three schools visited, thirty-eight were serviced by a local or district materials center and twenty-three offered central processing of some sort, while thirty-eight had library supervisors. Thirteen of the school libraries were in systems with campus type buildings. Fifteen schools were experimenting with team teaching, nine used programmed learning devices, seventeen had individualized reading programs, and the elementary schools visited had flexible library schedules. Educational television programs were found in thirty-three schools, teaching machines in nine schools, and language laboratories in twenty-one of the high schools. Two of these school libraries were open at night, none on Saturday, and sixteen had summer library programs. Only four schools had been reviewed by using the Evaluative Criteria schedule.

More of these schools were located in cities and rural areas than was evident in Type I and Type II schools, but the communities do represent suburban, resort towns, college towns, and state capitals as well. High income, low income, and culturally disadvantaged groups are to be found among these schools.

Many of the school libraries that were visited were attractive, cheerful, and spacious. A few are in older buildings, and due to expanding programs and resources are finding it necessary to locate storage areas in other parts of the school. Maintaining location records and scheduling use of equipment and resources, regardless of location, is part of the library program of services. In the campus type schools, audio-visual equipment is often stored in each building. In the one building, several storied school, equipment is kept on each floor if possible to save carting of heavy equipment from place to place. Duplication of projectors makes scheduling of films, slides, and filmstrips more flexible for classroom needs.

In the elementary school libraries visited in states such as Florida, Georgia, Illinois, Louisiana, Maryland, North Carolina, and Tennessee, very active library programs were found. Children in these school libraries were introduced to library skills as early as the first grade, and carefully planned sequence of lessons ~~were~~ was developed by teachers and librarians. Manuals of library lessons have been published by several of the schools. Pictures taken of the activities of children in these school libraries show that they know how to use a card catalog; how to find information in encyclopedias, almanacs, and magazines; how to read for pleasure and information; and how to use microscopes, hand projectors for filmstrips, and earphones for listening to recordings and tapes. All of these activities of children are carried on in the school library as well as in the classroom and are under the direction and supervision of teachers and librarians.

Resources in these libraries were carefully organized for use. Colored cards to represent the various media were found in the card catalogs for use by children and teachers using the library for research and reference purposes. Organized activities planned by the librarian included story hours, poetry periods, library lessons, book sharing activities, reading record files for each pupil, art work by children based on books they had read, and student assistant programs. Student assistants and projectionists were selected from the fourth to the sixth grades, and included boys and girls.

It was evident that quality education was being planned for these boys and girls by principals, teachers, and librarians working together to make the best use of the resources and facilities available. Two of these libraries were planned for the culturally disadvantaged children, one in a large city, and one in a university town. One of the two schools included a closed circuit television installation with the telecasts planned for the special needs of these children. It included a two-way communication for each of the twenty-six classrooms. Audio tapes for review and pretesting were being used by children and teachers. Methods were being explored in these schools to increase the awareness and understanding of teachers of the purposes and educational values of the new instructional materials. In the school in the university town, the library suite was planned so that the library could be open at night for use by students from the fifth grade through the high school. These students came from homes with no facilities for study and quiet. University students volunteered to tutor some of these pupils. The public library donated funds to enrich the collection for these older students. Plans are under way for special in-service courses to assist teachers to utilize more effectively the resources needed for helping these children.

Excellent library programs, accessible resources, careful librarian-teacher planning and involement in selection of all types of materials to fit curricular units, flexible scheduling, mobile equipment, recognition of the needs of the gifted and disadvantaged students by providing enriched programs of services, and in-service training characterize more of these elementary school libraries, regardless of whether they are in all white schools, all negro schools, or in integrated schools.

The junior high schools in these states also have excellent library programs, though their patterns of service may vary from those of the elementary school. There is a more individualized student use of the library, and class projects are scheduled for library purposes such as free reading, research, and library instruction. In a few of these libraries, the instructional materials philosophy has been developed since 1948, and there are complete catalogs of all school-owned resources regardless of whether they are located in the library, in classrooms, in laboratories, or in offices. In some of these schools, the librarian also administers the textbook program. In two schools in Louisiana and Maryland, they now have well-planned library suites that were only in the blue print stage when visited. These library areas include reading rooms, study carrels, conference rooms, offices, work room areas, preview rooms, storage space, and an areas for research preparation and production.

In several of the high school libraries, the magazine and the "New York Times" holdings are on microfilm for ease of storage. Flexible quarters have been planned for new school libraries, and most of the libraries visited were large, attractive, and well-designed. In the Ann Arbor high school in Michigan, the electronics study center was being installed when visited, but has developed and expanded its program to include servicing cartridged tapes for other curricular needs than the foreign language department. A dialing system has been designed for the use of these tapes by students in different areas of the school. IBM installations for student projects in experimental laboratories can be found in the Bronx High School of Science in New York City, but most of the audio-visual services and resources are under the direction of the audio-visual department, though a few nonprint resources are in the attractive library suite. Projectionists clubs, student assistant organizations, library clubs, and Great Books programs are well-established in some of these high school libraries.

Some of the schools visited indicated that equipment and materials bought under National Defense Education A~~ssistance~~ct (NDEA) funds had been purchased without personnel trained to use it properly. Cited many times was the need of in-service training to assist faculty and staff to know what to recommend for purchase, and how to evaluate and utilize the newer media in enriching their teaching units. Reading machine programs for developmental reading for slow readers and speeding of reading for the college bound student were found in several schools. Charging machines, electric time clocks for checking students in and out of the library, and controlled stacks area were utilized in some of the high school to cut down loss of books. Experimental teaching methods such as team teaching, programmed teaching, independent study, closed circuit television, and air-borne television known as the Midwest Program on Airborne

Television Instruction (MPATI) that services some of the schools in the midwest are being tested or incorporated into the curricula of most of these schools. Thus it can be seen that inadequacy of instructional resources has not prevented these schools from developing good library programs, but better support for these libraries and more adequate staffing could produce even more effective results and more fully meet the educational objectives of the school. Data for Type III school libraries are found in Tables 7, 8, and 9, on pages 78 to 93.

TABLE: 7

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City *Schools Visited (37)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening Room	Listening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Peridical Storage	A-V Storage
Alabama - Florence - Coffee High School	9-12	1114	2			42	-- $1435 --		1	50						x			x	x	x
Northport - Tuscaloosa County High School	9-12	882	1	¼		20	Missing		1	90										x	x
Arkansas - Briggsville - Fourche Valley High School	1-12	217	1½			10	Good	Fair	1	20+						x	x		x	x	x
Conway - Irby Elementary School	1-6	136	3/4			3	$725	College	1	35							x				x
California - Bakersfield - South High School	9-12	1844	1		2	x	$3073	$3096	1	68	1					x	x			x	x
Connecticut - Manchester - Illing Junior High School	7-8		1		¼	34		$1.00 per						1				x		x	x
Riverside - Eastern Junior High School	7-9	900	1	¼	½	20	$4400	$200	1	55	1		x			x	x	x	x	x	x
Delaware - Georgetown - Georgetown Special School	1-12	1230	1		½	10	$1500	$50	1	75								x	x	x	x
New Castle - George Read Junior High School	7-9	1100	1		1	50	$2200		1	70						x	x			x	x
Wilmington - *Wilmington High School	9-12	1300	2	¼		x	Good	Good	1	80	x	x	x	x	x	x	x	x		x	x
Florida - Cocoa - *Cambridge Elementary School	1-6	850	1			20	$1.50 per	$.50 per	1	68	1			1		x	x	x		x	x
*Clearlake Junior High School	7-9	1200	1			25	$1605	$.62 per	2	50						x	x		x	x	x
Deland - Deland Junior High School	7-9	1055	1½		½	9	$1.25 per	Fair	1	80						x	x		x	x	x
Eau Gallie - Harbor City Elementary School	1-6	850	1			32	$3740	$480	1	40				x	x	x	x			x	x
Eau Gallie Junior High School	7-9	1400+	1			10	$1.50 per	$.50 per	1	102						x	x			x	x
Gulfport - Gulfport Elementary School	1-6	500	1			40	$650		1	30							x			x	x
Inverness - Citrus High School	7-12	340	1			15	-- $1300 --		1	55		1		x			x	x		x	x

TABLE: 7 (Continued)

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City *Schools Visited (37)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening Room	Listening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Florida - Miami - *Coral Terrace Elementary Sch.	1-6	730	1				$800	$.10 per	1	65	1					x	x		x	x	x
Emerson Elementary School	1-6	987	1				$1.25 per	$.25 per	1	60	x					x	x			x	x
Palmetto Junior High School	7-9	1100	2	1/5		50	$1365	$120	1	120	1			x		x	x			x	x
Miami Springs - Miami Springs Elementary Sch.	1-6	625	1	¼		24	$645	$59	1	48	1					x				x	x
North Miami - North Miami Junior High School	7-9	1375	2			30	$3336	$.10 per	1	106	2				x	x	x		x	x	x
Pensacola - Warrington Junior High School	7-9	1180	1	¼		36	$1.25 per	$1.00 per	1	58	1					x	x		x	x	x
Rockledge - *Cocoa High School	10-12	1500	2			27	$2000	$940	1	140	2					x	x			x	x
Sarasota - Alta Vista Elementary School	1-6	945	1				$3500	$400	1	32							x		x	x	x
Tallahassee - *Elizabeth Cobb Junior High Sch.	7-9	1500	2			63	$1.00 per	fair	1	100		x		x		x	x	x	x	x	x
Georgia - Albany - Albany High School	10-12	1844	1½		1	85	$2905		1	145	2			x	x	x	x				
College Park - *Kathleen Mitchell Elementary	1-7	728	1			36	$1612	$343	1	70						x	x			x	x
*College Park High School	8-12	863	1		1	42	$2.36 per	Center	2	90			x			x	x		x	x	x
Illinois - Centralia - Centralia Township High Sch.	9-12	1400	2			39	$3000		1	308							x			x	x
Urbana - *Hays Elementary School	K-6	315	2/5		1/5		$1000 to start collection plus $4.00 per	$1.19 per	1	36		1		1		x	x			x	x
Villa Park - *Willowbrook High School	9-12	2500	2+	1	1¾	29	-- $5000 --		4	206	2			2		2	2			x	x
Indiana - Lebanon - Lebanon Junior High School	7-9	800	1	¼		50	$1875	$500	1	80						x			x	x	x
Muncie - *Burris Laboratory School	K-12	877	1			9	$2250	College Library	1	100							x		x	x	x
Louisiana - Lake Charles - *La Grange Senior High School	10-12	1415	1		1		-- $3.70 -- per		1	200				1		x	x			x	x

TABLE: 7 (Continued)

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City *Schools Visited (37)	Grades	Enrollment	Staff: Library Professional	Staff: Audio-Visual Specialist	Staff: Clerical	Staff: Student	Budget: Books	Budget: Audio-Visual	Types of Areas in Quarters: Reading Room	Seating	Conference Room	Listening: Room	Listening: Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Louisiana -																					
Minden - (Webster Parish) *Webster High School	9-12	565	1			6	-- $2.00 --		1	56						x	x			x	x
West Monroe - *Lenwill Elementary School	1-6	525	1				-- $2.31 --		1	32							x		x		x
*West Monroe Junior High School	7-8	1000+	1		½	x	-- $2415 --		1	80				x		x	x		x	x	x
Sibley - Sibley High School	9-12	300	½			6	-- $2.00 --		1	50							x			x	x
Maryland -																					
Bethesda - North Bethesda Junior High	7-9	1580	2	x	½	50	$1.50 per	$.75 per	1	105							2		x	x	x
Bethesda-Chevy Chase Senior High	10-12	2190	2		1	38	-- $4361 --		1	187	1		x	1		x	x		x	x	x
Chevy Chase - *Leland Junior High School	7-9	950	1	¼	x	50	$1.50 per	$300	1	60	1	x		x		x	x	x	x	x	x
Frederick - *North Frederick Elementary	1-6	600	1		½		$3.09 per	$.37 per	1	36						x	x		x	x	x
*West Frederick Junior High	7-9	1140	1		1		$3.39 per	$.15 per	1	60						x	x			x	x
Gaithersburg - Gaithersburg Elementary School	K-6	858	1			20	$714	Center	1	34							x			x	x
Sandy Spring - Sherwood High School	7-12	1300	2			17	$1.50 per	Center	1	120					x	x			x		x
Silver Spring - Belt Junior High School	7-9	1515	2	¼			$1854		2	96	1				1	x	x			x	x
Sligo Junior High School	7-9	1670	1	¼	1		poor	poor	1	108	x	1		1		x	x		x	x	x
Montgomery Blair High School	10-12	2467	2	½	1	40	$3769	x	1	178					x	x		x	x	x	x
Northwood High School	10-12	1829	2	¼		57	$1.50 per	plus $8500	2	130						x	x			x	x
Springbrook High School	9-11	1275	2	¼		63	-- $6729 --		1	135	x		x			x	x		x	x	x
Washington D. C. - Western Junior High School	7-9	1617	2	¼		5	$2750		1	55						x	x			x	x
Michigan -																					
Ann Arbor - *Ann Arbor High School	10-12	2450	2		3	50	Page Missing		1	140	3	1				x	x	x		x	x
Ishpeming - Ishpeming High School	9-12	713	1			16	$1760	$660	1	192	2					x	x			x	x
Minnesota -																					
Hastings - *Hastings Public School Library	K-12	1120	2			16	-- $9000 --		1	76						x	x			x	x

TABLE: 7 (Continued)

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City *Schools Visited (37)	Grades	Enroll-ment	Staff: Library Professional	Staff: Audio-Visual Specialist	Staff: Clerical	Staff: Student	Budget: Books	Budget: Audio-Visual	Reading Room	Seating	Conference Room	Listening: Room	Listening: Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Minnesota - Proctor - *Proctor High School	7-12	2500	1		2	12	$4000	$1.00 per	2	69						x	x			x	x
Roseville - Brimhall Elementary School	K-6	1198	3/4		1		$3.00 per	Center	1	52						x	x			x	x
Edgerton Elementary School	K-6	600	½		x		$1950	Center	1	40					x	x	x			x	
Captiol View Junior High Sch.	7-9	1003	1		2	53	$3000	Center	1	82	2					x	x			x	x
New Hampshire - Laconia - *Laconia High School	9-12	956	1			6	-- $3000 --		1	62	x								x	x	x
Manchester - *Manchester Memorial High School	9-12	1300	1			22	$1000		2	120	1				1	x	x	x	x	x	x
New York - White Plains - *White Plains Senior High	10-12	2200	3	1	2	30	$6600+	$5000	1	85	2			x	x	x	x		x	x	x
North Carolina - Charlotte - *Sedgefield Elementary School	1-6	684	1			26	$1.10 per	Center	1	55	1					x	x	x	x	x	x
*West Charlotte Senior High	10-12	1209	1		1	19	$1.00+ per	A-V Center	3	120	2	1		1		x	x	x		x	x
Gastonia - Ashley High School	10-12	1600	2			33	$1250	$933	1	144					x	x			x	x	x
Greensboro - Mount Zion Elementary School	1-9	600	1		¼	15	$1000		1	35	1					x	x			x	x
Oregon - Eugene - South Eugene High School	10-12	1700	2		2	80	$2.25 per	Center	1	170	2	x				3	x			2	x
Salem - *Judson Junior High School	7-9	950	1		½	65	$2135	Center	1	84	1			x		x	x			x	x
Pennsylvania - (North Hills School District Pittsburgh - Samuel Hamilton Junior High	7-9	575	1		½	25	$4.00 per	Center	1	35			1			x	x		x	x	x
West View Junior High School	7-9	737	2¼		½	25	$3525	Center	1	80						x	x			x	x
Tennessee - Bristol - Central Elementary School	1-6	440	1				$1.00 per	$150	1	40			2			x	x	x		2	x
Kingsport - Thomas Jefferson Elementary	1-6	375	1				$750	$165	1	56	1						x			x	x
Madison - *Madison High School	7-12	1430	1½			68	$1635		1	100						x	x	x	x	x	x

TABLE: 7 (Continued)

TYPE III SCHOOL LIBRARIES			Staff				Budget		Types of Areas in Quarters												
												List-ening									
100 Schools in 23 States Arranged by State and City *Schools Visited (37)	Grades	Enroll-ment	Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Room	Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Tennessee - Nashville - *Dalewood Elementary School	1-6	575	¼				Not	Checked	1	55							x			x	x
Oak Ridge - *Elm Grove Elementary School	K-6	600	1			40			1	33				x			x			x	x
Texas - Bellaire - *Bellaire High School	10-12	2623	1	1	1	31	$3.00 per		1	110	1		2				x			x	x
Corpus Christi - W. B. Ray High School	10-12	2380	2			47	-- $1.20 -- per		1	130		1		1		2	x			x	x
Virginia - Arlington - Ashlawn Elementary School	K-6	410	1			35	$1131	Center	1	55	1					x				x	x
Claremont Elementary School	K-6	459	1			25	$2.00 per	Center	1	55		x					x			x	x
Glencarlyn Elementary School	K-6	400	1			50	$1000	Center	1	45							x			x	x
Oakridge Elementary School	1-6	460	1				$800	Center	1	50							x		x	x	x
Reed Elementary School	K-6	500+	1			20	$1143	Center	1	40						x	x			x	x
Stewart-Tuckahoe Elementary	K-6	600	1			26	$1295	Center	1	50							x			x	x
Gunston Junior High School	7-9	1154	2			18	$3666	Center	1	128	2			x		x	x		x	x	x
Danville - Forest Hills Elementary School	1-6	330	1				$1120		2	90						x				x	x
E. A. Gibson Elementary School	1-6	829	1				$720	$300	1	54	1					2				x	x
Stonewall Jackson Elementary	1-6	497	1			24	Not	Checked	1	50	1				1	x			x	x	x
Norfolk - Mary Calcott Elementary Sch.	1-7	900	1			56	$1.32 per	$.05 per	1	62	1					x	x			x	x
*Lansdale Elementary School	1-6	925	1½			70	$1594	Center	1	96	1	1				x	x			x	x
Young Park Elementary School	1-7	1148	1¼			15	$1498	$66	1	52	1						x			x	x
Northside Junior High School	7-9	1600	2			35	$3000	Center	1	150	1					x	x			x	x
Richmond - Binford Junior High School	7-9	550	1		1		Fair	Fair	1	60				1		x	x	x	x	x	x
*John Marshall High School	9-12	1330	2			35	-- $2271 --		4	155	2				1	x	x			x	x
Maggie L. Walker High School	10-12	1200	1		1	5	$2120		1	132						x			x	x	x
Washington - Bellevue - *Sammanish High School	10-12	950	1		1	44	$3.50 per	Center	1	80+	6				1		x			x	x

TABLE: 7 (Continued)

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City *Schools Visited (37)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening Room	Listening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Washington - Seattle - Cleveland High School	9-12	1200	1		1	36	$4.00 per	Center plus $100	1	90						x	x			x	
Tacoma - *Woodrow Wilson High School	10-12	1600	1		1	30	$2.25 per	Center	1	100	2	1			1	x	x			x	x
Wisconsin - Hales Corners - *Whitnall High School	7-12	850	1			14	$4500	$1600	1	88				1		x	2		x	x	x
Madison - Wisconsin High School	7-12	388	1				$1060	$1400	1	68		3								x	x
Oak Creek - *Edgewood Elementary School	K-5	690	1		1	15	$3.56 per		1	52						x	x			x	x

TABLE: 8

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked												
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Material Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Alabama - Florence - Coffee High School	7142	78	4	5	3		6	3		4	12		38	8	
Northport - Tuscaloosa County High School	5448	56	4	5			6	1		8	19		22	29	
Arkansas - Briggsville - Fourche Valley High School	3230	80	3	6			14			6		1	36	7	
Conway - Irby Elementary School	4937	14	4				College Library			7	Center		21		
California - Bakersfield - South High School	8179	126	4	2	7		4		x	3	x	10+	41	11	
Connecticut - Manchester - Illing Junior High School	x	50	3	4	5	1	2			9	11	3		35	
Riverside - Eastern Junior High School	6500	50	6	7	1		11			9			26	16	
Delaware - Georgetown - Georgetown Special School	9098	Good	4	7	3		6	4	1	1	9	2	15	26	
New Castle - George Read Junior High School	7500	45	2	4	1		10			9			31		
Wilmington - Wilmington High School	12639	100	5	4			4			5	1	2	28	19	
Florida - Cocoa - Cambridge Elementary School	3477	Good		5	5		3			15		2	22	6	
Clearlake Junior High School	4743	74	2	2	4		5			12		2	36	6	
Deland - Deland Junior High School	4228	48	3	x			7			7	1	5	36		
Eau Gallie - Harbor City Elementary School	3830			6			11			6	5	2	32	7	
Eau Gallie Junior High School	5498	56		9			2			12			39		
Gulfport - Gulfport Elementary School	4720	25	2	7			8			7			32	7	
Inverness - Citrus High School	5649			8			8			7			29	5	1

TABLE: 8 (Continued)

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Verticals File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Florida - Miami - Coral Terrace Elementary School	3900	18		4			7		6	9		2	43		
Emerson Elementary School	5615	20		9		6	13	7		8	14	4	22	46	
Palmetto Junior High School	4036	27	1	10	2		14	7	Center	7	4	7	21	27	6
Miami Springs - Miami Springs Elementary School	4819	13		6			10	4		12	8	2	52	6	
North Miami - North Miami Junior High School	8337	65	2	10	1		3		1	9	2		41	12	
Pensacola - Warrington Junior High School	5955	29	3	6	5				15	9		2	39		
Rockledge - Cocoa High School	3740	105	5	5	1		5	x		7	3	1	23	17	
Sarasota - Alta Vista Elementary School	4393	20		7	3		11	4	1	4	11	3	16	41	
Tallahassee - Elizabeth Cobb Junior High School	5219	50		9	1		15	4	6	11	6	8	45	11	
Georgia - Albany - Albany High School	8374	65	4	6			6		1	5	2	2	37	2	
College Park - Kathleen Mitchell Elementary School	5222	25		6			6		Prof. Lib.	8	2	7	33	10	
College Park High School	7780	50	3	8	2		5	x		4	4	4	43	9	x
Illinois - Centralia - Centralia Township High School	10126	72	5	5	6		7			6			35		
Urbana - Hays Elementary School	4425	17		5	1		9	7		11	4	4	41	14	1
Villa Park - Willowbrook High School	11207	83	4	4	1		1	Depts.		4	2	2	20	21	
Indiana - Lebanon - Lebanon High School	5321	75		9			4			9			23	1	
Muncie - Burris Laboratory School	16555	67	5	Not	Checked		2	11	College Library	2	7	Center	36	13	

TABLE: 8 (Continued)

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Louisiana -															
Lake Charles -															
La Grange Senior High School	7500	75	6	7			6			5	4	1	27	6	
Minden - (Webster Parish)															
Webster High School	5192	57	4	7	8	3	12	5	2	7	5	5	29	16	4
West Monroe -															
Lenwil Elementary School	3930	26	3	10	9		11			12	15	2	22	22	
West Monroe Junior High School	4719+	58	4	8	7		13	5	3	11	18	1	25	35	
Sibley - (Webster Parish)															
Sibley High School	2091	25	3	8	3	1	6	5	6	11	8	6	33	5	9
Maryland -															
Bethesda -															
North Bethesda Junior High Sch.	5762	40	4	6	3		9		1	12	9	5	40	40	
Bethesda-Chevy Chase Senior High School	8537		6	6	5		10	2		7	8	3	22	34	
Chevy Chase -															
Leland Junior High School	8317	52		6			7			12	5	2	22	13	
Frederick -															
North Frederick Elementary Sch.	5000	27		1			8			5	1		31	7	
West Frederick Junior High Sch.	7823	45	4	8	5		7	3		6	4	5	32	10	
Gaithersburg -															
Gaithersburg Elementary School	3808	15		5			8			9		4	25	31	
Sandy Spring -															
Sherwood High School	7614	80	3	6	2		11			8	11	6	23	31	
Silver Spring -															
Belt Junior High School	7499			7	5		9			10	7		28	4	
Sligo Junior High School	4207	80		5			15	3		15		7	30	21	
Montgomery Blair High School	Fair			11	3		14	2	1	15	21	8	34	11	
Northwood High School	8762		6	5	1		12	2	1	12	22	19	20	53	25
Springbrook High School	4022	48	6	7			9			9	3		31		
Washington, D.C. -															
Western Junior High School	10131			7	1		8	2	1	5	3	8	31	10	
Michigan -															
Ann Arbor -															
Ann Arbor High School	14974	88	3	6			5			3	3	1	37	3	

TABLE: 8 (Continued)

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Material Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Michigan -															
Ishpeming -															
Ishpeming High School	5690		3	5	4		7	13		7	8	1	26	13	
Minnesota -															
Hastings -															
Hastings Public School Library	13580	80	5	4	2		7			4			31		
Proctor -															
Proctor High School	5475	80		7	2		13			12	2	1	45	23	
Roseville -															
Brimhall Elementary School	5263	27	3	3	2		7			13	x	3	26	34	
Edgerton Elementary School	4558	26	1	4	1		4	4	2	4	Center		23	27	23
Capitol View Junior High School	7078	84	3	5	2		12	2		2	2	7	30		
New Hampshire -															
Laconia -															
Laconia High School	4647	56	4	11	3		14		1	9	2	1	21	18	
Manchester -															
Manchester Memorial High School	3301	42	3	4	2		10			9	1	5	26	13	
New York -															
White Plains -															
White Plains Senior High School	13606	75	3	7			11	10		6		2	22	41	
North Carolina -															
Charlotte -															
Sedgefield Elementary School	4588	17	2	6	9		2	Center		5	Center	8	32	7	
West Charlotte Senior High School	5406	95	7	9	x		13	4	3	14	x	3	35	18	
Gastonia -															
Ashley High School	10395	49		7	4		8			5	3	1	37	4	
Greensboro -															
Mount Zion Elementary School	2822	25	3	9	2	1	14	1		15		3	40	1	
Oregon -															
Eugene -															
South Eugene High School	14817	120	4	9			Center			5	21	x	31		
Salem -															
Judson Junior High School	8000+	50	3	2		1	Center			5	3	x	20		
Pennsylvania -															
Pittsburgh - (North Hills Joint District)															
Samuel Hamilton Junior High School	9304	30	3	4	2	4	Center			8	1	3	26	25	18
West View Junior High School	9749	x	3	4	4		Center			9		2	28	25	19

TABLE: 8 (Continued)

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Material Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Tennessee - Bristol - Central Elementary School	3740	13		7	7		10	10	1	9	10	2	30	30	
Kingsport - Thomas Jefferson Elementary Sch.	3762	28		1			3			9			33	3	
Madison - Madison High School	8538	45	3	Unorganized			6			6	1	3	33	10	
Nashville - Dalewood Elementary School	4437			7			4	2		11	x	1	28	19	
Oak Ridge - Elm Grove Elementary School	8030	27		5			7	2	1	5	8	2	28	21	
Texas - Bellaire - Bellaire Senior High School	10646	130		5			9			8			39	2	
Corpus Christi - W. B. Ray High School	16915	141	10	3	2		6			5	4	7	33	13	6
Virginia - Arlington - Ashlawn Elementary School	4315	20		5			9	2		6		3	26	12	
Claremont Elementary School	5800	25		6	1		12	5	3	8	8	5	23	27	3
Glencarlyn Elementary School	4932	20		3			9	1		7		1	27	7	
Oakridge Elementary School	4804	20		4			10	3		7	5	5	29	7	
Reed Elementary School	5353	10		5	1		8	5	3	13	4	6	34	14	
Stewart-Tuckahoe Elementary Sch.	6396	23		3			8	2	2	6		2	29	9	
Gunston Junior High School	7106	60	4	6			11	1		3	8		31	25	
Danville - Forest Hills Elementary School	6065	16		7			7			4	7	2	25	15	
E. A. Gibson Elementary School	4623	34		5			6		1	7		4	30	10	
Stonewall Jackson Elementary Sch.	6679	16		6			2			11	1		22	9	
Norfolk - Mary Calcott Elementary School	6780	17		6	3		11			10	5	5	33	8	
Lansdale Elementary School	4755	19		5			6			5	2	5	27	11	22
Young Park Elementary School	4726	20		7	3		9	2	1	8	3	3	23	23	2
Northside Junior High School	10682	50		5			8	1	2	5	1	4	33	10	7

TABLE: 8 (Continued)

TYPE III SCHOOL LIBRARIES

100 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Virginia - Richmond - Binford Junior High School	8833	49		6	3		4			8			31	7	
John Marshall High School	14322	70	2	6	3		Not	Checked		3	9	3	32	27	
Maggie L. Walker High School	6607	86	6	5	1		8			8	16	1	28	3	
Washington - Bellevue - Sammanish High School	4446	135	10	6	2		D.I.M.C.			5		3	38	13	
Seattle - Cleveland High School	9321	85	3	7			Center			7	3		35		
Tacoma - Woodrow Wilson High School	6268	70	3	4		1	Center			5		6	39	9	
Wisconsin - Hales Corners - Whitnall High School(New School)	5700	95	10	Organizing			Organizing			Organizing			32	14	8
Madison - Wisconsin High School	9488	60	5	5			6	Univ. Library		5	2	5	25	11	Univ. Lib.
Oak Creek - Edgewood Elementary School	4124	53	1	6			16	2		6	5	3	19	23	

TABLE: 9

Type III
Special Characteristics of 53 School Libraries Visited

	Community		System			Building Characteristics				Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Machines	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
California - Oakland - *Munck Elementary School	367,548	City	x	x	x	x									x		x	x		x	x					
Delaware - Wilmington - Wilmington High School	95,827	City	x	x		x					x				x					x	x	x	x		x	x
Florida - Cocoa - Cambridge Elementary Sch.	12,294	Town	x	x	x	x	x			x							x	x		x						
Clearlake Junior High School	12,294	Resort	x	x		x						x							x		x					
Lake Worth * Lake Worth Junior High Sch.	20,758	Resort					x														x					
Miami - Coral Terrace Elementary	291,688	Resort City	x	x		x											x	x		x	x				x	
Rockledge - Cocoa Senior High School	12,294	Resort	x	x			x				x	x	x									x				
Tallahassee - Elizabeth Cobb Junior High	48,174	Capitol Univ.	x	x		x														x		x				
* Kate Sullivan Elementary	48,174	Capitol	x	x		x						x					x	x		x	x					
* University School	48,174	Capitol					x					x					x	x			x					
Titusville - * Whispering Hills Elementary	6,410	Resort	x	x			x			x							x	x								
Georgia - Atlanta - Kathleen Mitchell Elementary	487,455	Capitol Univ.	x	x	x	x											x	x		x						
College Park - College Park High School	23,469	Suburb	x	x	x	x					x		x						x	x	x					
Illinois - Chicago - * Byrd Elementary School	3,550,404	City	x	x	x	x								x			x	x		x	x				x	

*Schools not returning checklist (16)

TABLE: 9 (Continued)

Type III
Special Characteristics of 53 School Libraries Visited

	Community		System			Building Characteristic					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Mechine	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Illinois -																										
Evanston - *Walker Elementary School	79,283	Suburb	x	x	x	x									x		x	x			x					
Oak Park - (10 additional Schools) *Emerson Elementary School	61,093	Suburb	x	x	x	x									x		x	x		x					x	
Urbana - Hays Elementary School	27,294	Urban Univ.	x	x	x	x								x			x	x		x	x					
Villa Park - Willowbrook High School		Suburb				x	x			x	x		x									x			x	
Indiana -																										
Gary - *Garnett Elementary School	178,320	City	x	x	x	x												x		x						
Muncie - Burris Laboratory School	68,603	College	College		College	x						x	x		x			x		x	x				x	
Louisiana -																										
Lake Charles - LaGrange Senior High School	63,392	Urban City			x	x					x											x				
*Lake Charles High School	63,392	City			x	x						x			x							x				x
Minden - (Webster Parish) Webster High School	12,785	Rural Urban	x	x	x		x			x	x	x														
Sulfur - *W. T. Henning Elementary Sch.	11,429	Indust. City				x				x																
West Monroe - Lenwill Elementary School	15,215	Suburb		x		x				x	x							x		x						
West Monroe Junior High Sch.	15,215	Suburb	x	x		x				x										x	x	x			x	
Maryland -																										
Chevy Chase - Leland Junior High School	2,409	Suburb	x	x	x	x																x				
Frederick - North Frederick Elementary Sch.	21,744	Agri.	x	x	x	x						x														
West Frederick Junior High Sch.	21,744	Agri.	x	x	x	x									x	x					x					
Michigan -																										
Ann Arbor - *University School	67,340	Univ.				x						x	x				x	x		x	x	x			x	
Ann Arbor High School	67,340	Univ.				x				x	x				x	x				x		x			x	

*Schools not returning checklist (16)

TABLE: 9 (Continued)

Type III
Special Characteristics of
53 School Libraries
Visited

	Community		System			Building Characteristic					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedu :	Teaching Mechine	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Minnesota - Hastings Public Schools	8,965	Univ.	x	x	x	x				x	x										x					
Proctor - Proctor Senior High School	2,963	Suburb	x	x	x	x				x	x										x	x			x	
New Hampshire - Laconia - Laconia High School	15,288	Resort				x					x									x						
Manchester - Manchester Memorial High	88,282	Indust.				x				x		x									x	x				
New York - New York City - *Bronx High School of Science	7,775,000	City Metro.	x	x		x						x	x		x				x		x				x	
White Plains - White Plains Senior High	50,485	Suburb	x	x		x	x		x				x		x				x	x	x					
North Carolina - Charlotte - Sedgefield Elementary School	201,564	City	x	x		x											x	x		x						
West Charlotte Senior High	201,564	City	x	x			x	x			x	x	x							x		x				
Greensboro - *General Green Elementary	119,594	City	x	x	x	x											x	x		x						
Oregon - Salem - Judson Junior High School	49,142	Capitol City	x	x	x	x				x		x			x		x	x		x	x	x				
South Carolina - Columbia - *Perry Junior High School	79,433	Capitol City	x				x	x		x		x								x						
Tennessee - Nashville - Dalewood Elementary School	170,874	Capitol	x	x	x	x														x	x					
Madison High School	170,874	Capitol	x	x		x					x								x	x		x			x	
Oak Ridge - Elm Grove Elementary School	11,827	Suburb	x	x		x											x			x	x				x	
Texas - Houston - Bellaire High School	19,872	Suburb	x	x		x					x				x				x	x		x			x	x

*Schools not returning checklist (16)

TABLE: 9 (Continued)

Types III Special Characteristics of 53 School Libraries Visited	Community		System			Building Characteristics					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Types	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Mechine	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Virginia - Norfolk - Lansdale Elementary School	305,872	Cosmopol-itan	x	x		x												x		x	x				x	
Richmond - John Marshall High School	219,958	Capitol	x	x							x		x		x				x	x		x				
Washington - Bellevue - Sammish High School	12,809	Suburb	x	x	x		x	x		x	x	x	x		x				x	x	x	x	x			x
Tacoma - Woodrow Wilson High School	147,979	Urban	x	x	x		x				x	x	x		x					x		x				
Wisconsin - Hales Corners - Whitnall High School	5,549	Suburb					x			x	x								x			x				
Milwaukee - *Granville High School	741,324	Suburb				x					x											x			x	
South Milwaukee - Edgewood Elementary School	20,307	Suburb				x				x							x	x		x	x					

* Schools not returning checklist (16)

TYPE IV SCHOOL LIBRARIES

School libraries in many parts of the country have only recently added all types of resources to their collections. They have traditionally included only printed materials and some maps and charts. In many of these schools, the nonbook materials have been maintained by a system or district materials center and have gone directly to the classroom teachers. In many states a change in official policy is taking place in school systems. At the district center are now kept the expensive and little-used materials, while filmstrips, recordings, maps, globes, and charts are being housed in each school and serviced by the school library. In states where elementary school libraries are now developing, the school library is starting out as an instructional materials center. This became apparent when visits were made to Type IV school libraries. Of the twenty-three school libraries visited out of the eighty-four in this grouping, five did not return a checklist. Sixteen were serviced by system or district materials centers, seventeen of these schools also had the help of a school library supervisor. Some of these school libraries were newly established in elementary schools, and ten of them had the services of part-time or itinerant school librarians or of a school library coordinator. Very few schools were visited that had the traditional teacher-librarian on the staff. School systems were finding that the services of a professional school librarian serving their school only part-time was more satisfactory than having a teacher sharing his time with teaching and attempting to organize a school library.

The tabulations for Type IV school libraries show that fifty percent of these schools are elementary schools, fifteen percent are junior high schools, six percent are junior-senior high schools, twenty-three percent are high schools, and only three percent are schools having grades 1 to 12. Eighty-eight percent of these schools have enrollments under 2,000, and twenty-six percent have enrollments less than 500. More of these schools, then, are smaller schools and more are elementary schools. Many of them are in beginning stages of developing the library program as a materials center.

Resources in these school libraries as measured by the national standards fall far below recommendations but they are providing for various types of materials as money becomes available. Parent Teachers Association (PTA) funds, money raising projects, and special grants also provide for some of the nonbook resources in these schools. More of these schools list the district resource center as the source for some of the audio-visual materials and for the professional materials. Classroom collections are also listed more frequently for vertical file materials, and for recordings, charts, maps, and globes. A few of the schools did not mark all the items on the checklist.

All types of resources in these schools are less extensive than those found in the other three types of school libraries that participated in the study. Only seven percent of these schools had book collections that met national standards, only sixteen percent had the recommended number of magazine titles, and thirty-eight percent had from three to six newspapers[1]. For vertical file materials the average number of categories checked was five, for professional materials the average number of categories was seven, and for audio-visual materials it was five. Yet many of these schools were making definite efforts to bring their resources up to standard. Seven of these schools had budgets that ranged from $4.00 to $10.00 per student for books alone and twelve schools met national standards for book budgets. Several others had book budgets of $2.00 to $3.00 per student, and several had not checked this page. Some school librarians were not given budget figures to include.

Since many of these school libraries were in elementary schools that had taken over a classroom for the library, the types of areas recommended for a school library were not always available. Yet twenty of the libraries had conference rooms, eighteen had seating space that met recommended standards of ten percent of the enrollment, eighteen had listening areas and preview areas, nine had library classrooms, nine had darkroom facilities, nineteen had faculty libraries, and most of them had storage areas for periodicals and audio-visual equipment and resources.

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[1] See Chart 8, page 29.

Experimental teaching methods and use of some of the newer media were to be found in these twenty-three schools that were visited. A smaller percentage of these school libraries were visited than was true of any of the other types, yet the pattern runs true in each. Eight of the schools visited had team teaching programs, four high schools had advanced placement curricula, eighteen made use of educational television, and five high schools had language laboratories. In the elementary schools, flexible scheduling as well as formal class visits for library instruction were existent, and some had individualized reading programs. Two of the schools were open at night, four of the libraries had summer programs, and two of the high schools had been evaluated recently. Eight of the schools benefited by centralized processing at the system materials center. This grouping is also representative of the findings cited previously, and gives evidence of the implementation of the national standards as well as the fact that many school libraries do function as instructional materials centers regardless of the size of the school, or the type of school.

These eighty-four school libraries are found in sixteen states with Virginia ranking first with sixteen, Maryland second with fifteen, and Indiana third with thirteen. North Carolina has eight schools, and Florida has six, so identified and Illinois has five. The other states listed are Alabama, California, Kentucky, Louisiana, Michigan, Minnesota, New Jersey, Oregon, Pennsylvania, and Tennessee. Some of these libraries are very beautiful and are located in new school plants, but most of them are handicapped by traditional buildings that do not lend themselves to modern methods of teaching, by lack of adequarte teacher training to give teachers backgound in selecting, evaluating, and utilizing resources for teaching other than the traditional textbook, and by inadequate preparation on the part of school administrators to help them to understand the role of the school library in modern educational programs. Some of these states are meeting this need through workshops and in-service training programs, but some are lacking adequate programs of teacher education and programs for the professional preparation of school librarians at either the undergraduate or graduate levels. School libraries of Type IV are charted in Tables 10, 11, and 12, on pages 98 to 108.

TABLE: 10

TYPE IV SCHOOL LIBRARIES

79 Schools in 16 States Arranged by State and City *Schools Visited (18)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	List-ening		Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
												Room	Stations								
Alabama - Bessemer - *Bessemer High School	10-12	650	1¼			21	$800		1	55							x			x	x
Cullman - Cullman High School	9-12	952	1			18	--$1.50 per --		1	80					x	x	x		x	x	x
California - Oakland - *Skyline High School	10-12	1600	1	¼	2	24	$7500	$6500	1	112	2					x	x		x	x	x
Florida - Daytona Beach - Bonner Elementary School	K-6	1217	1	¼		25	$1.25 per		1	36										x	x
Campbell Street High School	8-12	870	1			12	Not	Checked	1	55						x	x			x	x
Hialeah - Hialeah High School	10-12	3200	3	1	1	56	$1.40 per	$.20 per	1	132	1		x		x	x	x		x	x	x
Miami - Palmetto High School	9-12	2000	3	1		15	$2320	$.10 per	1	130	1		x		x	x	x			x	x
North Miami Beach - Madie Ives Elementary School	1-6	644	1	¼		56	$1.15 per	$.10 per	1	50+	1						x			x	x
Titusville - Riverview Elementary School	1-6	600	1				Not	Checked	1	60	1									x	x
Illinois - Urbana - *Leal Elementary School	K-6	485	¼			x	$4.00 per	$1.19 per	1	32										x	
*Washington Elementary School	K-5	460	¼			x	$4.00 per	$1.19 per	1	60										x	
*Wiley Elementary School	K-6	604	¼			x	$4.00 per	$1.19 per	1	34										x	
Yankee Ridge Elementary School	K-6	441	¼				$4.00 per	$1.19 per	1	35										x	
*Urbana High School	10-12	900	1		½	45	$3081	$2381	1	90			x			x	x			x	x
Indiana - Carmel Carmel High School	9-12	740	1		1	10	$2200	x	1	72	1	x	x				x	x	x	x	x
William Chase Elementary Sch.	K-6	483	1			8	$700	Good Center	1	50				1			2			x	x
Gary - Carver Elementary School	K-6	1200	1				-- $2000 --		1	50			x							x	x
Emerson Elementary School	K-8	794	1				--$1.80 per --		1	40										x	x
Ivanhoe Elementary School	K-6	730	1	Coordinator			$1.25 per		1	50										x	x
Nobel Elementary School	K-6	630	1				$779+	$179	1	32						x	x		x	x	x
Norton Elementary School	K-4	1609	1				$2000	Center	1	40			x				x			x	x
Ernie Pyle Elementary School	K-6	932	1			15	$1.25 per	$1.00 per	1	40							x		x	x	x

TABLE: 10 (Continued)

TYPE IV SCHOOL LIBRARIES

79 Schools in 16 States Arranged by State and City *Schools Visited (18)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	List-ening Room	List-ening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Indiana - Gary - John H. Vohr Elementary Sch.	K-6	794	1 Coordinator				$1056	$758	1	100					x				x	x	x
George Washington Elementary	K-6	720	1 Coordinator				Not Checked		1	40											
*Lew Wallace High School	9-12	2000	1	½		12	Poor	Poor	1	40			x					x		x	x
Muncie - Southside Senior High School	10-12	1184	1			27	Poor	Poor	3	164	1			1	1	x	x	x	x	x	x
Terre Haute - *Meadows Elementary School	K-6	508	1			6	$2.00 per		1	48											
Kentucky - Covington - Fifth District School	1-6	500	1			16	-- $800 --		1	40										x	x
Eleventh District School	1-6	259	½			14	$485		1	40										x	x
Lexington - *University High School	1-12	410	1				$1500	$100	2	70							x			x	x
Louisiana - (Webster Parish) Springhill - Springhill Junior High School	6-8	626	1			3	-- $2.00 --		2	55							x		x	x	x
Browh High School	1-12	582	1				-- $2.00 --		1	60							x		x	x	x
West Monroe- *Highland Elementary School	1-6	470	1			x			1	35				x	x			x	x	x	x
Maryland - Catonsville - Johnnycake Junior High Sch.	7-9	1707	2		1		$2042	$224	1	94					x	x	x			x	x
Damascus - Damascus High School	7-12	571	1			3	$1.25 per	A-V Center	1	36						x				x	x
Frederick - Urbana Elementary School	1-6	365	1	¼		12	$8.66 per	$1.64 per	1	40						x	x			x	x
Emmitsburg - Emmitsburg Junior-Senior High	7-12	239	1			4	$1973	$5.41 per	1	12											
Hyattsville - Northwestern High School	10-12	2200	1		1	43	$1.50 per	15% of budget	1	60	2	x	x	x	x	x	x			x	x
Kensington - *Rock Creek Palisades Elem.	K-6	960	1		1	14	$1.00 per		1	80							x		x	x	x
Kensington Junior High Sch.	7-9	1375	2	¼		15	$3800		1	55							x		x	x	x
Middletown - Middletown High School	7-12	750	1		½	10	$3.16 per	$1.75 per	1	46							x		x	x	x
Rockville - Broome Junior High School	6-9	1215	1½	¼		100	$7.00 per		1	120						x	x			x	x

TABLE: 10 (Continued)

TYPE IV SCHOOL LIBRARIES

79 Schools in 16 States Arranged by State and City *Schools Visited (18)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Rooms	List-ening Room	List-ening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Maryland - Rockville - West Rockville Junior High Sch.	7-9	826	1			16	$1.00 per	$5400	1	55	2	1	5				x	x		x	x
Robert E. Peary High School	7-11	1100	1	¼		85	$10.00 per	$50	1	130	1					x	x			x	x
Silver Spring - Connecticut Park Elementary	K-6	1036	1			42			1	55						2	x		x	x	x
Highland Elementary School	K-6	974	1		1	30	$1.00 per	Center	1	30						x				x	
Eastern Junior High School	7-9	1285	2	¼		75	-- $1562 --		1	35						x	x			x	x
Washington, D. C. - Fairmont Heights High School	9-12	1400	1		1	20	$1.50 per	$142	1	144						x	x	x	x	x	x
Michigan - Holt - Holt Senior High School	K-12	2400	1	¼	x	24	$680	$225	1	44	1		2			2	x		x	x	x
Minnesota - Roseville - Lauderdale Elementary School	K-6	304	¼		x		$900	Center	1	36										x	x
North Heights Elementary School	K-6	880	½		1		$5000	Center	1	40						x	x			x	x
New Jersey - Far Hills - Far Hills Country Day School	1-9	250	1		x		$2500	$75	1	30										x	
North Carolina - Charlotte - *East Mecklenburg High School	10-12	1350	2	¼		33	Not	Completed	1	75			2			x	x	x		x	x
Greensboro - Rena Bullack Junior High School	1-9	489	1	¼		9	Not	Checked	1							x					
Rankin High School	9-12	367	1			12	Good	Good	1	46						x				x	x
Sumner High School	9-12		1			18	$3.00 per	$1.00 per	1	55	1						x			x	x
High Point - Allen Jay High School	9-12	315	1	¼		23	$2450		1	54	1						x			x	x
Raleigh - Josephus Daniels Junior High	7-9	1175	1	¼		22	$2300	Center	1	100	1					x	x			x	x
Oregon - Clatskanie - Clatskanie Union High School	9-12	240	1			30	$500	$150	1	40							x	x		x	x
Pennsylvania - Philadelphia - *Abraham Lincoln High School	8-12	4200	1		2	44	$.56 per	Center	1	170							x			x	x
Tennessee - Chattanooga - *East Lake Junior High School	7-9	650	1			5	$573	$103	1	40						x	x			x	x

TABLE: 10 (Continued)

TYPE IV SCHOOL LIBRARIES

79 Schools in 16 States Arranged by State and City *Schools Visited (18)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters											
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio Visual	Reading Room	Seating	Conference Room	List-ening Room	List-ening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Tennessee - Kingsport - Robinson Junior High School	7-9	1050	1			15	$3500	$200	1	75							x			x	x
Nashville - *Warner Elementary School	1-6	631	1			x	$1.00 per	Center	1	60							x			x	x
Virginia - Arlington - Barcroft Elementary School	K-6	470	1			37	$1000	Center	1	36	1					x	x			x	x
James Monroe Elementary Sch.	1-6	357	1			14	$900	Center	1	36						x	x		x	x	x
Page Elementary School	K-6	446	1			40	$1740	Center	1	50						x	x			x	x
Randolph Elementary School	K-6	460	1			30	$1114	Center	1	46						x	x			x	x
Danville - Grove Park Elementary School	1-6	300	1				$625		1	40						x				x	x
G. L. H. Johnson Elementary	1-6	400	1				$500		1	36						x	x	x			
Norfolk - Ingleside Elementary School	1-6	500	1			50	$1326		1	45							x			x	x
Lakewood Elementary School	1-6	960	1½			30	$1.56 per	$.15 per	2	72	1			x		x	x			x	x
*Lindenwood Elementary School	1-6	730	1			38	$1133	$97	1	56	1					x	x			x	x
Little Creek Elementary Sch.	3-6	900	1			60	$1881	$134	1	48							x			x	x
*Azalea Junior High School	7-9	1400	2			26	-- $6756 --		1	153	2	1	1	1		x	x			x	x
Norview High School	9-12	2200	2			30	$3500	$248	1	135	1			x		x	x			x	x
Portsmouth - Harry A. Hunt Junior High Sch.	7-8	1274	1			2	$2688	$208	1	50						x	x		x	x	x
Richmond - Patrick Henry Elementary Sch.	K-6	650	1			x	$857	$107	2	66			x				x				
Albert H. Hill Junior High	7-9	877	1		1	x	$1284		1	56							x			x	
Williamsburg - James Blair High School	7-12	870	1		½	25	$2000		1	93	1				x	x	x			x	x

TABLE: 11

TYPE IV SCHOOL LIBRARIES

79 Schools in 16 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Alabama - Bessemer - Bessemer High School	7952	47	2	11			2			6			32	3	
Cullman - Cullman High School	4718			2	1		9			4	2	1	32	15	
California - Oakland - Skyline High School	8000	148	3	3	Center			D.I.M.C.		2	4	Center	17	19	
Florida - Daytona Beach - Bonner Elementary School	6085	51					5	1	1	7	12	5	28	11	10
Campbell Street High School	2398	62	5	9	6		12	5		8	1	2	33	10	6
Hialeah - Hialeah High School	13721	150	5	8	2		5			5	1	7	33	16	13
Miami - Palmetto High School	10000	75	5	7			8			4	Center		27		
North Miami Beach - Madie Ives Elementary School	4107	30		7			10		x	5	10	1	19	28	
Titusville - Riverview Elementary School	3454	28	3	6	1		10	1		12	2		34	13	
Illinois - Urbana - Leal Elementary School	5008	17		3	5		5	6		2	13		16	26	
Washington Elementary School	3700	20		4	4		12	9		4	1	3	19	27	
Wiley Elementary School	4923	27		5			5	7		2	5	3	15	30	
Yankee Ridge Elementary School	3224	18		5	3		5	9		3	13	3	13	14	
Urbana High School	5000	75	4	7	5		6			5			34	4	
Indiana - Carmel - Carmel High School	2974	65	4	6			8			6	4	2	48		
Gary - William M. Chase Elementary School	1860	24	2	4			8			8	7	1	30	16	
Carver Elementary School (New)	1800	19		8			12			12			39		
Emerson Elementary School	6999	30		8			8			8		2	17	4	

TABLE: 11 (Continued)

TYPE IV SCHOOL LIBRARIES

79 Schools in 16 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Material Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Indiana -															
Gary -															
Ivanhoe Elementary School	2266			10			10			16	1+	1	37		
Nobel Elementary School	1660	20	9	9			15		2	17	6	2	49	12	
Norton Elementary School	1550	12		4			7			9		3	33		
Ernie Pyle Elementary School	1560	30	6	6			13			14	3	1	46	5	4
John H. Vohr Elementary School	3172	35	2	10	1		9	2		17	3	1	33	13	2
George Washington Elementary School	4000	21		10			Not Checked			19		8	14		
Lew Wallace High School	8630	Fair		6	1		11			12		2	30		
Muncie -															
Southside Senior High School	3441	110	6	7	6		15			7	3	3	35	7	
Terre Haute -															
Meadows Elementary School	3188	19		8			8			12	4	3	20	21	
Kentucky -															
Covington -															
Fifth District Elementary School	4353	19	1	5			9			3	3		30	10	
Eleventh District Elementary School	2718	6		5			7			5	4	1	24	8	
Lexington -															
University High School	9971	54	8	2	1		2	College Library		6		1	33	5	
Louisiana -															
Springhill - (Webster Parish)															
Springhill Junior High School	3462	20	4	8			9	10	3	10	4	3	26	13	
Brown High School	3442	25	4	6			12		5	5	4	3	30		
West Monroe -															
Highland Elementary School	2463	12		3	5		6		1	1	7	7	14	23	
Maryland -															
Catonsville -															
Johnny Cake Junior High School	7045	65		9			6			3			8+	Not Checked	
Damascus -															
Damascus High School	3737	54	4	8	8		13	10		10	6		34	33	
Frederick -															
Urbana Elementary School	2818	6		7			7	2	2	6	5	4	37	2	
Emmitsburg -															
Emmitsburg Junior-Senior High Sch.	1378	20	4	6	3		9	1	2	3	5	6	9	22	
Hyattsville -															
Northwestern High School	8500	87	4	3			5			5	1		31	1	

TABLE: 11 (Continued)

TYPE IV SCHOOL LIBRARIES

79 Schools in 16 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Maryland - Kensington - Rock Creek Palisades Elementary	2863	15		4	2	2	11	3		11	4	5	36	15	
Kensington Junior High School	5035	45		8	7		12	2		8	15	5	25	37	
Middletown - Middletown High School	4925	122	4	5	5		8	1		5	3	2	22	18	
Rockville - Broome Junior High School	7411	64	5	5			2			4	1		19	17	
West Rockville Junior High Sch.	2676	44	3	Organizing			7			8			38	6	
Robert E. Peary High School	3697	38	5	5	1		11			5	10	1	21	16	
Silver Spring - Connecticut Park Elementary Sch.	3529	10		4	2		5	9		1	12		23	31	
Highland Elementary School	4927	12		5		1	10			4	8	5	18	19	
Eastern Junior High School	6562	44		6	3		9	1		6	8	4	23	19	
Washington D.C. - Fairmont Heights High School	4999	55	4	7			11			8			31	4	
Michigan - Holt - Holt Senior High School	4526	100	6	8	8		16	2		6	13	1	30	26	
Minnesota - Roseville - Lauderdale Elementary School	4052	25	1	4	2		7	Center		7	Center 16	3	15	41	35
North Heights Elementary School	3239	27		4	1		6 Center			3	24	4 Center	22	2	x
New Jersey - Far Hills - Far Hills Country Day School	3300	23		5			8	2		9	2	1	20	5	
North Carolina - Charlotte - East Mecklenburgh High School	7100		3	Not Checked			1			3		3	31	1	
Greensboro - Rena Bullack Junior High School	2975	x	x	8		6	15	3	1	9			6	7	
Rankin High School	3807	65		6			8			3	1	1	30	7	
Sumner High School	3717	42	1	6	2		7	2		10	5	2	30	16	
High Point - Allen Jay High School	4693	64	3	4						8		4	34		

TABLE: 11 (Continued)

TYPE IV SCHOOL LIBRARIES

79 Schools in 16 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
North Carolina - Raleigh - Josephus Daniels Junior High	8000	60	3	7	8		1	7	4	5	6	4	23	36	
Oregon - Clatskanie - Clatskanie Union High School	3800	30	3	8			5	3		6			28	16	
Pennsylvania - Philadelphia - Abraham Lincoln High School	10546	40	3	7	1		3	Center		7			28	11	
Tennessee - Chattanooga - East Lake Junior High School	2616	26	1	5	2		8	4		11	12	4	31	6	
Kingsport - Robinson Junior High School	5715	48	3	6			10	1		2	2	1	31		
Nashville - Warner Elementary School	6706	10	1	4		2	6			6		3	19	16	2
Virginia - Arlington - Barcroft Elementary School	4361	17		4			5	1		7	2	3	25	17	
James Monroe Elementary School	4156	17		6			8	2		9	1	2	19	7	
Page Elementary School	5161	18		3			3			7			24		
Randolph Elementary School	3869	23		5			5	2	1	5	5	6	23	16	
Danville - Grove Park Elementary School	4000	19		Not Checked			8			5	2	4	29	12	
G. L. H. Johnson ElementarySchool	3956	10			3		1	1		10	8	1	26	35	
Norfolk - Ingleside Elementary School	4500	12		5		1	5	1		7		3	29	10	
Lakewood Elementary School	6130	12		3		3	4			5	3	3	30	2	
Lindenwood Elementary School	3917	17		6		1	9	1	1	7	4	4	31	14	20
Little Creek Elementary School	6000	14		4			5		1	4	1	5	26	12	
Azalea Junior High School	2572	35		4	2		8			2	3	7	34	11	22
Norview High School	10905	78	2	6			12			4		4	37	7	

TABLE: 11 (Continued)

TYPE IV SCHOOL LIBRARIES

79 Schools in 16 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Virginia - Portsmouth - Harry A. Hunt Junior High School	7348	75	3	4			6			5			22	11	
Richmond - Patrick Henry Elementary School	6875	16	1	7	6		6	8	x	6	9	7	21	23	
Albert H. Hill Junior High School	9297	48	2	7			8			5	2		20	11	
Williamsburg - James Blair High School	7845	72	4	5	2		10		x	6	2	1	29	16	

TABLE: 12 Type IV Special Characteristics of 23 School Libraries Visited	Community		System			Building Characteristics					Special Curriculum				Experimenta Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Type	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Machines	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Alabama - Bessemer - Bessemer High School	33,054	City				x					x									x		x				x
California - Oakland - Skyline High School	367,548	College Town	x	x			x			x	x	x	x		x					x						
Illinois - Urbana - Leal Elementary School	27,294	Univ. Town	x	x	x	x						x			x		x	x		x	x					
Washington Elementary School	27,294	Univ.	x	x	x	x									x		x	x		x	x					
Wiley Elementary School	27,294	Univ.	x	x	x	x									x	x	x	x		x	x					
Urbana High School	27,294	Univ.	x	x		x					x				x					x	x					
Indiana - Carmel - Carmel High School	1,442	Suburb			x	x					x	x									x	x	x	x		
Gary - Lew Wallace Senior High School	178,320	City	x	x	x	x					x								x	x	x	x				
Terre Haute - Meadows Elementary School	72,500	City				x											x			x	x					
Kentucky - Erlanger - *Lloyd Memorial High School		Suburb				x					x															x
Lexington - University High School	62,810	Univ. Town				x						x	x		x					x						
Louisiana - West Monroe - Highland Elementary School	15,215	Suburb	x	x		x														x	x					
Maryland - Kensington - Rock Creek Palisadis Elementary	2,175	Suburb	x	x	x	x											x	x							x	
North Carolina - Charlotte - *Lincoln Elem-Junior High Sch.	201,564	City	x	x		x						x					x	x								
East Mecklenburg Senior High	201,564	City	x	x		x					x	x								x						
Greensboro - *Washington Street Elementary	119,594	City	x	x		x												x								

* Schools not returning checklist (5)

TABLE: 12 (Continued

Type IV Special Characteristic of 23 School Libraries Visited	Community		System			Building Characteristics						Special Curriculum			Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Type	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Machines	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Pennsylvania - Philadelphia - Abraham Lincoln Junior-Senior High School	2,002,512	City	x	x		x					x		x							x	x	x	x			
Tennessee - Chattanooga - East Lake Junior High School	11,309	Indust.		x		x						x			x	x		x	x	x	x					
East Ridge - *East Ridge High School	11,827	Suburb	x	x		x					x		x							x	x	x			x	
Nashville - Warner Elementary School	170,874	City	x	x	x	x											x	x		x	x					
Virginia - Norfolk - Lindenwood Elementary Sch.	305,872	Naval	x	x		x											x	x		x	x				x	
Azalea Gardens Junior High	305,872	Naval	x	x		x						x						x		x	x				x	
Wisconsin - Pewaukee - *Pewaukee Senior High Sch.	2,848	Resort			x	x				x	x				x					x						

* Schools not returning checklist (5)

TYPE V SCHOOL LIBRARIES

Many new school libraries were just opening for service when the status study was undertaken. Some of these are new libraries in old buildings, some are remodelled school libraries, some are new school libraries planned as a part of a new wing of an older school, and some are new libraries in new school buildings. The population explosion continues to bring many more children into schools each year than there are adequate classrooms and schools available. The shifting of our population to states such as California and Florida, from southern states to northern states, and from rural areas to urban and metropolitan areas adds to the school burden in a number of sections of the country. In many communities there is an awareness of the need for school libraries and learning resources, but lack of space, lack of funds, lack of personnel, lack of leadership, lack of supervisors, and lack of "know how" holds back the development of a library program. But in spite of these hurdles to surmount, efforts are being made to establish school libraries in many communities that had none previously.

Type V school libraries bring together the one hundred and sixty-five schools that participated in the status study, but whose facilities and resources were much less than adequate or who were too new to have the planned resources available for tabulation. Twenty-five of these schools identified did not return the checklists. Over half or fifty-three percent of these schools are elementary schools, seventeen percent are junior high schools, three percent are junior-senior high schools, eighteen percent are high schools, and five percent are schools with grades one to twelve. Almost half or forty-five percent of the schools have an enrollment from 500 to 999, twenty-one percent have enrollments less than 500, and twenty-two percent have enrollments between one and two thousand. These variations are very similar to those of Type IV schools.

As has been true of Type II, III, and IV libraries, the resources of Type V libraries continue to be less than the preceding grouping. Only four percent of these school libraries meet national standards for book holdings, fourteen percent for magazines, and twenty-three percent for newspaper titles[1]. The average number of categories checked for vertical file materials is three, for professional materials, three to four, and for audio-visual materials, also between three and four. But thirty some schools left blank many of the categories of nonbook materials. However, three schools have checked as many as ten categories of audio-visual materials, and some as many as six, seven, or eight categories, for the nonbook materials. The clusterings are less but as varied as any of the other four groupings of libraries in the study. Six of these schools meet national standards for book budgets, but it will take some time for some of them to catch up to national standards unless capital outlay is provided to bring the collections up to the minimum first. Twenty-six of these schools have less than a full-time librarian as a staff member. They use itinerant librarians or library coordinators to service them. Over a fourth or twenty-eight percent of these schools have seating capacity that meets recommended standards, thirty-five have conference rooms, nineteen have listening and preview areas, twelve have library classrooms, ten have dark room facilities, and twenty-eight have faculty libraries. This reflects the fact that many of these school libraries are new and were planned as instructional materials centers but that their resources were not yet available. Probably by the time this report is published many of these libraries would fit into one of the preceding groupings, and other new libraries could take their places.

Visits to fifty of these school libraries represents about thirty-three percent of them. Percentage-wise, visits were made to seventy-five percent of Type I schools, sixty-nine percent of Type II schools, forty-five percent of

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[1] See Chart 8, page 24.

Type III schools, and twenty-seven percent of Type IV schools. As was stated previously, the visits were made to the most representative schools and in relation to the amount of time that was available for state visits. Type V school libraries are located in twenty-four states. Virginia ranks first with twenty-three identified, Florida second with twenty-one, and North Carolina third with eighteen. Other states include Alabama, Arkansas, California, Delaware, Illinois, Indiana, Kentucky, Louisiana, Maryland, Michigan, Minnesota, New Hampshire, New Jersey, New York, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Washington, and Wisconsin.

Forty-five of Type V schools that were visited were serviced by local or system materials centers and were under the supervision of school library coordinators. Central processing was provided at twenty of these local materials centers. These schools also represented variations of building characteristics. Eight of the schools were campus type schools, two of the libraries were in separate library buildings, and two of the schools were characterized as a school within a school. Seven of the high schools had advanced placement programs, and two of the elementary schools had nongraded primary programs. Experimental teaching methods were also in evidence in some of these schools, with five schools having teaching machines, twenty-one using educational television, and eighteen high schools having language laboratories. Four of the libraries were open at night, one on Saturday, and twelve had summer library programs. Six of the high school libraries had been recently evaluated. Every grouping of libraries shows similar characteristics giving evidence that similar patterns of educational programs exist throughout the country and that they are being serviced by school libraries that actually do function as instructional materials centers. These libraries are found in most sections of the United States, and in suburban, urban, city, resort, capitals, rural, and university town with large and small populations, and in large and small schools. Tabulations for Type V school libraries are found in Tables 13, 14, and 15, on pages 112 to 135.

TABLE: 13

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City * Schools Visited (25)	Grades	Enroll-ment	Staff: Library Professional	Staff: Audio-Visual Specialist	Staff: Clerical	Staff: Students	Budget: Books	Budget: Audio-Visual	Reading Room	Seating	Conference Room	Listening: Room	Listening: Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Alabama - Tuscaloosa Tuscaloosa City High School	9-12	1842	3	¼		7			1	180											
Arkansas - Crossett - Crossett High School	10-12	450	1			4	Poor		1	60			16			x	x		x	x	x
El Dorado - El Dorado High School	10-12	889	1	¼		36	$1.50 per		1	66										x	x
Newport - Newport High School	7-12		1+	¼		18	Not	Checked	1	130						x	x			x	
California - San Mateo - Abbott Intermediate School	7-8	630	1			44	$630		1	70										x	x
Delaware - Wilmington - Carrcroft Elementary School	1-6	590	Supervior		1	10	$2.00 per	$.75 per	1	60		1		x		x	x		x	x	x
Edge Moor Elementary School	1-6	485	Supervisor				$2.00 per	$.75 per	1	60				x		x	x		x	x	x
Silverside Elementary School	1-6	556	Supervisor				$2.00 per	$.75 per	1	60				x		x	x		x	x	x
Florida - Clearwater - Dunedin Junior High School	7-9	950	1			60	$1000		1	80				x		x	x			x	x
Cross City - Dixie County High School	K-12	500	1		1	37	$1.50 per		1	56						x			x	x	x
Deland - Deland High School	10-12		1			38	*$1.25* per		2	112	4					x	x	x	x	x	x
Delray Beach - *Seacrest High School	10-12	944	2			11	$1381		1	72						x	x			x	x
Holly Hill - Central Junior High School	7-9	616	2			20	$1.25 per		1	100	1					x				x	x
Homestead - Avocado Elementary School	1-6	570	1				$1.50 per		1	50						x	x		x	x	x
Miami - * Ada Merritt Junior High School	7-9	937	1			13	$1.25 per	$.10 per	2	120						x	x			x	x
Blue Lakes Elementary School	1-6	790	1	¼		10	$1014	$.10 per	1	56	1				x	x	x			x	x

TABLE: 13 (Continued)

TYPE V SCHOOL LIBRARIES 140 Schools in 23 States Arranged by State and City * Schools Visited (25)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening		Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
												Room	Stations								
Florida - Miami - Cypress Elementary School	1-6	656	1			38	$1.25 per	$.10 per	1	30						x	x			x	x
Dade Demonstration Elementary	1-6	500	1			12	$602	$.10 per	1	40						x	x			x	x
*Sylvania Heights Elementary	1-6	800	1			30	$1.15 per	$.10 per	1	35						x	x			x	x
Westview Elementary School	1-6	850	1	¼			$943	$76	1	45	1					x	x			x	x
Opa-Locka - Rainbow Park Elementary Sch.	1-6	813	1	¼			$915	$79	1	55	1									x	x
Ormond Beach - Osecola Elementary School	K-8	650	1			22	$1.70 per	$.50 per	1	55	1			x		x	x			x	x
Pensacola - Pensacola High School	9-12	1970	2	¼		60	$3374		1	98					x	x	x			x	x
Sarasota - Sarasota High School	10-12	1350	1	½		35	$700		1							2				x	
Illinois - Petersburg - * Petersburg Community High Sch.	9-12	375	1			x	$1000	$700	1	120					x	x	x	x	x	x	x
Urbana - * Thornburn Elementary School	4-6	180	¼				$4.00 per	$1.19 per	1	50											
Webber Elementary School	K-5	430	¼				$1655		1	29							x			x	
Indiana - Alexandria - Alexandria-Monroe Township Joint High School	9-12	720	1			21	$3.00 per		1	70						x	x		x	x	x
Gary - Aetna Elementary School	K-6	1128	1				Not	Checked	1	50										x	x
Franklin Elementary School	K-6	847	1			20	$846	$190	1	25										x	x
Indianapolis - (Lawrence Township) Brook Park Elementary School	1-6	485	1	x			$2.00 per	$2.00 per	1	50			x			x	x		x	x	x
Harrison Hill Elementary Sch.	1-7	260	1						1	53			x	x		x	x		x	2	x
Indian Creek Elementary Sch.	1-6	495	1			20	$1100		1	48			x			x	x		x	x	x

TABLE: 13 (Continued)

TYPE V SCHOOL LIBRARIES 140 Schools in 23 States Arranged by State and City * Schools Visited (25)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Materials	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening Room	Listening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Indiana - Lebanon - *Lebanon Senior High School		554	1	¼		40			1	33							x		x	x	x
Oaklandon - (Lawrence Township) Oaklandon Elementary School	1-6	290	1			2	$2.00 per		1	20										x	
Terre Haute - *Benjamin Franklin Elementary	K-6	351	1	¼		25	$1.00 per		1	38						x				x	
Kentucky - Covington - John G. Carlisle Elementary	1-9	1050	1			20	$1664		1	72							x			x	x
First District School	1-7	425	1			12	$5.00 per		2	52					2					x	x
Third District School	1-6	596	1			16	$1050		2	78										x	x
Sixth District School	1-6	600	1			15	$850		1	62							x			x	
Seventh District School	1-6	239	½			14	$490		1	36							x			x	
Lexington - *Morton Junior High School	7-9	815	1	1	½		$1710		1	72							x			x	x
Louisville - (St. Matthews Township) *St. Matthews Elementary Sch.	1-6	560	½				$1000	center	1	58							x			x	
*Mayme S. Waggener High School	7-12	2291	2	2	2	45	$10693		1	104								2		x	
Lyndon - Lyndon Elementary School	1-6	620	½			74	Page Missing		1	50											
Louisiana - DeRidder - *DeRidder High School		900+	1			30	$1.50 per		1	110								x		x	x
Maryland - Bladensburg - Glenridge Junior High School	7-9	1096	1		1	76	$2174	$289	1	51						x	x			x	x
Gaithersburg - Gaithersburg Junior High Sch.	7-8	735	1	½	¼	x	$7290		1	72	1					x	x			x	
Poolesville - Poolesville High School	7-12	406	1			6	$288		1	50							x			x	
Rockville - Richard Montgomery High Sch.	9-12	1450	2			50	-- $1.00 per --		1	190	1					x	x		x	x	

TABLE: 13 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City * Schools Visited (25)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	List-ening Room	List-ening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Maryland - Rockville - Twinbrook Elementary School	K-6	1282	1			44	$1062		1	40						x	x			x	
Wheaton Woods Elementary Sch.	K-6	1000	1	¼			$1.00 per		1	52							x			x	
Silver Spring - Montgomery Hills Junior High	7-9	1222	2	¼		50	$2.50 per	$.50 per	3	96			x			x	x	x	x	x	
Takoma Park Junior High Sch.	7-9	1009	1			50	$1.25 per		2	60						x				x	
Weller Road Elementary Sch.	K-6	924	1	¼		10	Page	Missing	1	32										x	
Michigan - Kalamazoo - *Loy Norrix High School	10-12	1304	2		2	7	$2000	Center	1	140	1		5		x	x	x	x	x	x	x
Lansing - *Horsebrook Elementary School	K-6	196	¼				$6000	center	1	36										x	
*Everett High School	10-12	1850	2			20	$1.60 per		1	100	1			x		x	x			x	x
Midland - Chestnut Hill Elementary Sch.	1-6	660	1		¼		$2.33 per		1	36						x	x			x	
Minnesota - Roseville - Lexington Elementary School	K-6	1050	½	x	1		$3.00 per	Center	1	32										x	
Falcon Heights Elementary Sch.	K-6	475	½	x	x		$3.00 per	Center	1	60	New Library					x	x			x	
Lake Owasso Elementary Sch.	K-6	825	½	x	1		$3000	Center	1	new school						x	x			x	
Little Canada Elementary Sch.	K-6	268	¼	x			$3000	Center	1	18					x	New Library					
McCarrons Elementary School	K-6	400	¼	x			$1248	center	1	36										x	
New Hampshire - Concord - Concord Senior High School	9-12		1				$750		2						x	x	x			x	
Littleton - Littleton High School	7-12	500	1				-- $1500 --		1	32							x			x	x

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TABLE: 13 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City

* Schools Visited (25)

			Staff				Budget		Types of Areas in Quarters											
												Listening								
	Grades	Enrollment	Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Room	Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
New Jersey - Fords - Fords Junior High School	7-9	1200	1			50	$2.00 per		1	60	1					x		x	x	x	x
Freehold - Freehold Regional High Sch.	9-12	2400	2	1	½	200	Not Checked		1	122										x	
Newark - Broadway Elementary School	K-9	1400	2				$.75 per	Center	1	110	1						x			x	x
Seventh Avenue Junior High	7-9	900	1			13	$.75 per	Center	1	45						x	x		x	x	x
Arts Senior High School	10-12		1			30		Center	2	71					x					x	x
Barringer High School	10-12	1240	2	¼		18	$1255	Center	1	40							x			x	
North Carolina - Charlotte - * Garinger High School	10-12	1935	2	¼		15	-- $4064 --		1	138	2				2					x	x
Colfax - Colfax School	1-12	565	1			2	$1.50 per		2	60										x	x
Gibsonville - Gibsonville Public School	1-12	700	1			13	$3.00 per		2	78						x				x	
Greensboro - Alamance High School	1-12	739	1			26	$1952		2	72						x	x			x	x
Bessemer Primary School	1-4	790	1			50	$.75 per		1	48						x	x			x	x
Sumner Elementary School	1-8	900	1				Fair	Fair	1	94						x	x			x	x
Jesse Wharton School	1-8	478	½			x	$3.00 per		1	42									x	x	
Guilford College - Guilford Elementary School		815	1			32	$698		1	45							x			x	
High Point - Allen Jay Elementary School	4-8	644	1				Money available when needed		1	72							x			x	x
Florence Elementary School	1-9	500	½	¼		5	$1200		1	50					x					x	
Allen Jay Primary School	1-3	380	1						1	40							x			x	
McLeansville - McLeansville School	1-12	725	1			10	$469	$355	1	65						x	x			x	x

TABLE: 13 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City * Schools Visited (25)	Grades	Enrollment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Students	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening Room	Listening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Library	A-V Storage
North Carolina - Mount Holly - Mount Holly High School	9-12		1			21	$1868		1	72	1						x			x	
Raleigh - *LeRoy Martin Junior High Sch.	7-9	638	1			x	$2.25 per	Center	1	118	1				x	x	x			x	x
*Needham B. Broughton Senior High School	10-12	2000	2			89	$2.50 per	Center	1	132			3			x	x			x	x
Stokesdale - Stokesdal School	1-12	462	1	1			Not Checked		1	45			x							x	x
Summerfield - Summerfield Elementary School	1-8	703	1	x			$1.00+ per		1	56						x	x			x	
Oregon - Portland - Cleveland High School	9-12	2095	1		1½	15	$5386	Center	1	154	2					x	x			x	x
Pennsylvania - (North Hills Joint Pittsburgh - School District) Berkeley Hills Elementary	K-6	577																		x	x
Evergreen Elementary School	K-6	260																		x	
Highcliff Elementary School	K-6	215																		x	x
Highland Elementary School	K-6	321																		x	x
Northway Elementary School	K-6	253																		x	
Oakwood Elementary School	K-6	349																		x	x
Perrysville Elementary Sch.	K-6	552																		x	x
Quaill Elementary School	K-6	224																		x	x
Ridgewood Elementary School	K-6	203																		x	x
Seville Elementary School	K-6	243																		x	x
South Carolina - Columbia - *Francis Bradley Elementary	1-6	857	1			x	$2.00 per	Center	1	40							x			x	x

TABLE: 13 (Continued)

TYPE V SCHOOL LIBRARIES 140 Schools in 23 States Arranged by State and City * Schools Visited (25)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio-Visual	Reading Room	Seating	Conference Room	Listening Room	Listening Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
South Carolina - Greenville - Hughes Junior High School	7-9	1157	2			7	$2.00 per	fees available	1	98						x	x			x	x
Westminister - Oakway School	1-12	498	1			x	$800		1	64	x						x			x	x
Tennessee - Kingsport - Washington Elementary School	1-6	650	1				$2.00 per	$1.00 per	1	48							x			x	x
Knoxville - Karns High School	9-12	650	1			5	$1.50 per	Center	1	44							x			x	
Texas - Corpus Christi - Mary Carroll High School	10-12		2	1	2		$1.20 per		1	80	1					x	x	x		x	x
Dallas - Benjamin Franklin Junior High	7-9	1300	1			19	-- $1650 --		1	90							x			x	
Houston - *Anderson Elementary School	K-6	1342	1				$1.00 per	Center	1	44							x			x	x
Virginia - Arlington - Jackson Elementary School	1-6	600	1			38	$904	Center	1	72	1					x	x			x	x
Jamestown Elementary School	1-6	590	1			40	$1,594	Center	1	42	1					x	x			x	x
McKinley Elementary School	K-6	400	1				$1,557	Center	1	35						x				x	x
Patrick Henry Elementary	1-6	640	1					Center	1	62						x	x			x	x
Stratford Junior High School	7-9	1040	2		½	8	$329	Center		110	1			x		x	x		x	x	x
Swanson Junior High School	7-9	776	1		½	2	$2,771	Center	1	65	1					x	x		x	x	x
Williamsburg Junior High Sch.	7-9	1330	2			12	$3,952	Center	1	158	1					x	x		x	x	x
Norfolk - Larrymore Elementary School	1-6	1000	1½			42	$1800	Center	4	86	1			x			x			x	x
Rosemont Junior High School	1-8	804	1			20	$6.45 per	Center	1	146	1			x		x	x		x	x	x
Richmond - James H. Blackwell School	JP-9	1313	1		½	8	$1474	Center	1	87						x	x	x		x	

TABLE: 13 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City * Schools Visited (25)	Grades	Enroll-ment	Staff: Library Professional	Staff: Audio-Visual Specialist	Staff: Clerical	Staff: Student	Budget: Books	Budget: Audio Visual	Reading Room	Seating	Conference Room	Listening: Room	Listening: Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodical Storage	A-V Storage
Virginia - Richmond - Westover Hills Elementary	K-7	692	1				$3.72 per		1	48	1					x	x			x	
George Washington Carver Elementary School	K-6		1			10	Good	Good	1	120	1					x	x			x	
Fairfield Court School	K-6	827	1				$850		1	44							x				
Fairmount Elementary School	1-6	1190	1				$1080	$108	1	90	1					2	x			x	
Highland Park Elementary	JP-6	777	1			15	$1106	$85	1	40	1					x	x			x	
George Mason Elementary	JP-7	1323	1			10	$1908		1	60	1					x					
Mary Munford Elementary	K-6	751	1				$697		1	72							x			x	
Randolph Elementary School	JP-9	1103	2				$3.65 per	$.35 per	1	66							x			x	
Whitcomb Court School	1-6	845	1			16	$1532	$.288	1	80											
Chandler Junior High Sch.	7-8	660	1				Fair		1	48						x					
East End Junior High Sch.	7-8	1040	1		½	10	Page	Missing	1	36						x				x	
Benjamin A. Graves Junior High School	7-9	1163	1		1		$1699	$302	1	60										x	
Armstrong High School	10-12		2	¼		10	Not	Checked	1	160	1					x	x		x	x	
Washington - Alderwood Manor - (Edmonds District) *Martha Lake Elementary Sch.	K-6	600	1				Not	Checked	1		2			x		x	x				
Edmonds - *Meadowdale Junior High Sch.	7-9	900	1				$2.90 per	$650			Not		Checked								
Mountlake Terrace - Mountlake Terrace Junior High	7-9		1				$2.33 per	$650	1		Not		Checked								
*Mountlake Terrace High School	10-12	850+	1				$3.82 per	$1000	1	90	3		x			x	x		x	x	x
Seattle - Eckstein Junior High School	7-9	2000	1		¼	54	$2.70 per	$200	1							x	x		x	x	x
Queen Anne Junior-Senior High School	7-12	2740	1½		1	47	$2.50 per	Center	1	92						x	x			x	x

TABLE: 13 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City * Schools Visited (25)	Grades	Enroll-ment	Staff				Budget		Types of Areas in Quarters												
												Listening									
			Library Professional	Audio-Visual Specialist	Clerical	Student	Books	Audio Visual	Reading Room	Seating	Conference Room	Room	Stations	Preview	Classroom	Office	Workroom	Darkroom	Faculty Library	Periodicial Storage	A-V Storage
Washington - Tacoma - *Mount Tahoma High School	10-12	1065	1		½	30	$1.70 per	Center	1	130	2	x		x	x	x	x		x	x	x
Wisconsin - Milwaukee - *Wilbur Wright Junior High Sch.	7-9	928	1	1	½	14	$1600		1		1					x	x			x	x
Oak Creek - *Oak Creek Junior High School	6-8	750	1		1	100	$3000		1	60						x	x	x	x	x	

TABLE: 14

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Alabama - Tuscaloosa - Tuscaloosa City High School	14580	40	3	10			1			3	x		17	14	
Arkansas - Crossett - Crossett High School	3500	37		9			3			5			29	8	
El Dorado - El Dorado High School	7141	56	3	7			1	Being Organized		Being Organized			18	6	
Newport - Newport High School	4200	60	6	5			Not Checked			3			16	11	
California - San Mateo - Abbott Intermediate School	3025	12								6		4	37		3
Delaware - Wilmington - Carrcroft Elementary School	5527	17	2	4			5			5	1	2	28	7	
Edge Moor Elementary School	5398	17	1	3			5	2	2	4		2	28	4	
Silverside Elementary School	5384	17		4			5	1	2	6			20	11	
Florida - Clearwater - Dunedin Junior High School	3859			3			4	8		8	4	1	18+	8	
Cross City - Dixie County High School	1575	x	x	7			5			3	2	1	21		
Deland - Deland High School	6119	80	4	6			2			1	10	2	28	10	
Delray Beach - Seacrest High School	4217	x	x	4			not checked			3	1	2 center	23	5	

TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Florida - Holly Hill - Central Junior High School	3015	40	1	Beginning			1	center		Beginning			29		
Homestead - Avocado Elementary School	3594	10		2			8	1		8		1	31		
Miami - Ada Merritt Junior High School	5981	32	2	6			12	2		5		1	20	2	
Blue Lakes Elementary School	3750	19		3			14	center		2	6		29	16	
Cypress Elementary School	2618	16		Beginning			11	center		8			17	5	
Dade Demonstration Elementary School	4000	14		5	2		2	center		5			17	30	
Sylvania Heights Elementary School	8138	10		4	2	2	center			4	center		19	15	
Westview Elementary School	5107	29		3	1		2	center		2	4		19	14	
Opa-locka - Rainbow Park Elementary School	3716	17		4			2			7	2		28	3	
Ormand Beach - Osceola Elementary School	2870	39					5			8	2		37	15	
Pensacola - Pensacola High School	11062	x	x	3	2		6			7			24	11	
Sarasota - Sarasota High School	7734						2			6		6	11	20	
Illinois - Petersburg - Petersburgh Community High School	2855	x	3		4		Individual Teachers			2	x	1	19	20	5
Urbana - Thornburn Elementary School	2664	15		4	1		5	5	2	3	10	1	11	14	2

TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Illinois - Urbana - Webber Elementary School	4203	17		4	1		7	3	1	3	4	3	14	19	
Indiana - Alexandria - Alexandria-Monroe Township Joint High School	2940	48	3	1			4			2			25	5	
Gary - Aetna Elementary School	531			Beginning			6			3			27	1	
Franklin Elementary School	4468						2			5	center		33	3	
Indianapolis - (Lawrence Township) Brook Park Elementary School	2477	25	3	1			5			5	1	x	21	14	
Harrison Hill Elementary School	4793	25	3					1		2	14	6	16	33	
Indian Creek Elementary School	2910	35	3	3			2			3		x	23	10	
Lebanon - Lebanon Senior High School	6743	80		2			4			3		1	25		
Oaklandon - (Lawrence Township) Oaklandon Elementary School	2500	21	3	3			5			5		x	12		
Terre Haute - Benjamin Franklin Elementary School	4700	12		Beginning			3			7	12	3	24	22	
Kentucky - Covington - John G. Carlisle School	7488	35		3			2			1		1	30	4	
First District Elementary School	3242	14		5	2		5	center		2	4		25	1	
Third District Elementary School	4717	14					1			3			24	5	
Sixth District Elementary School	2457	15					4	1		5		1	32		

TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-iohal Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Kentucky - Covington - Seventh District Elementary School	1805	9		5			7			5	4	1	24	9	
Lexihgton - Morton Junior High School	5998	44	2	4			6			6		3	27	2	
Louisville - St. Matthews Elementary School	4710	13	1	3			4	center		2	4	center	22	11	
Mayme S. Waggener High School	11256	x	x	7	3		8	1			5	center	18	18	
Lyndon - Lyndon Elementary School	5647			1	3		11			2	7		13	17	
Louisiana - DeRidder - DeRidder High School	4942	81	10	5	1		4			3		1	24	8	
Maryland - Bladensburgh - Glenridge Junior High School	2728	37		3			6			5		2	31	8	14
Gaithersburg - Gaithersburgh Junior High School	2391	30	3	3	1		7	1	1	2	2	3	14	18	
Poolesville - Poolesville High School	3378	30	1	7	2		7			3	6	6	23	14	
Rockville - Richard Montgomery High School	7577	122		6	1		8	1	1	1	3	4	22	29	
Twinbrook Elementary School	5367	7		2	Beginning		4			center			21		
Wheaton Woods Elementary School	3856	13		5			8	1	1	center			23	2	

TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Maryland - Silver Spring - Montgomery Hills Junior High School	6645	38		8			2			3	1		24	13	
Takoma Park Junior High School	3905	37	2	3	4		11			2	8	3	23	36	
Weller Road Elementary School	4717	8		6			5			8			16		
Michigan - Kalamazoo - Loy Norrix High School	8088	60	3	3			center			Center Not Checked			21	1	
Lansing - Horsebrook Elementary School	2081	20		6			3	4		1	2	7	15	2	18
Everett High School	6150	80	3	6			2	center			center		36	7	
Midland - Chestnut Hill Elementary School	3500	19		6			center				center		30		
Minnesota - Roseville - Lexington Elementary School	6928	29		5	3		Professional center			2	11	center	23	36	
Falcon Heights Elementary School	New School. The Library was not open when study was made - In beginning stages.														
Lake Owasso Elementary School	New School - The Library was not open when study was made - In beginning stages														
Little Canada Elementary School	New School - The Library was not open when study was made - In beginning stages														
McCarrons Elementary School	4352	26	1	3	1		4	4	center	2	center		3	35	23
New Hampshire - Concord - Concord Senior High School	4850	20	4	2			Not Checked			Not Checked			9		
Littleton - Littleton High School	2111	20	4	1			Not Checked			3	2	1	23	3	

TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Profess-ional Materials Listed			32 Audio-Visual Materials Listed			73 Equip-ment Materials Listed		
140 Schools in 23 States Arranged by State and City	Books	Period-icals	News-papers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
New Jersey - Fords - Fords Junior High School	3500	20		3			9			6	3		28		
Freehold - Freehold Regional High School	11135	100	5	11	all department		3	all departments		Not Checked Center			15	2	
Newark - Broadway Elementary School	6000	40	1	3			10			2		3	24	9	
Seventh Avenue Junior High School	2954	21		6	3	8	3	3	3	1		6	33	4	
Arts Senior High School	4410			5	1		Not Checked			6			29	4	
Barringer High School	7266		2	6	3		2	1	1	center			20	1	
North Carolina - Charlotte - Garinger High School	14519	95	5	5			1	center			4		17	22	
Colfax - Colfax School	5637	62	3	3			8			6	1		15	1	
Gibsonville - Gibsonville School	7000	77	3	5			11			7		1	22	18	
Greensboro - Alamance High School	5000	51	1	Unorganized			7			10			30	10	
Bessemer Primary School	2624	x	x	4	1		4			8	1	1	30	12	
Sumner Elementary School	6863	30		4			1			1			30	3	
Jesse Wharton School	2715	34		Beginning						4		2	15	10	
Guilford College - Guilford Elementary School	4830		1	2			2			3			29	17	

TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked: 10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
North Carolina - High Point - Allen Jay Elementary School	5778	28								3			18		
Florence Elementary School	2435	28	3	3			11	2		1	9	2	17	17	
Allen Jay Primary School	3437									2			16		
McLeansville - McLeansville School	4348	31	1	Unorganized			6			3	7		29	4	
Mount Holly - Mount Holly High School	5371	38	4	4	3		8			1	7		18	19	
Raleigh - LeRoy Martin Junior High School	6000	45	3	7			Center			2	4	4	32	3	
Needham B. Broughton Senior High	18446	100	5	7	C		1	Center		5		5	10		
Stokesdale - Stokesdale School	5000	30		4	2		1			5		1	29		
Summerfield - Summerfield Elementary School	3482	20	1	Unorganized			6			4	5		21	14	
Oregon - Portland - Cleveland High School	10706	92	4	3			Center			4		x	39		
Pennsylvania - Pittsburgh - (North Hills Sch. District) Berkeley Hills Elementary School	4382	14		center			center			5			14		
Evergreen Elementary School	1588	13		center			center			5			14		
Highcliff Elementary School (New School)	983	13		center			center			4			11		

TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked: 10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Pennsylvania - (North Hills Sch. District)															
Pittsburgh - Highland Elementary School	2596	13			center			center		5			13		
Northway Elementary School	874	6			center			center		4			11		
Oakwood Elementary School	1332	8			center			center		4			13		
Perrysville Elementary School	4952	34			center			center		5			13		
Quaill Elementary School	2109	18			center			center		3			12		
Ridgewood Elementary School	2849	17			center			center		5			12		
Seville Elementary School	1315	7			center			center		4			12		
South Carolina - Columbia - Francis Bradley Elementary School	5865	11	3	5	1		3	center		2	1	center	18	17	
Greenville - Hughes Junior High School	4655	60	3	2			1	center 1		2		Center	24	7	
Westminister - Oakway Elementary School	2832	48		7			1			5			28		
Tennessee - Kingsport - Washington Elementary School	7459	25		3			5			4	2	1	23	7	
Knoxville - Karns High School	3679	31	2	5			5	center		4	center		17		
Texas - Corpus Christi - Mary Carroll High School	5588	55		2			Central Office			3		2	29		
Dallas - Benjamin Franklin Junior High School	6701	25	2	1			12				center		23	12	
Houston - Anderson Elementary School	2718	6		1			7			3	5	1	20	20	

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TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES

140 Schools in 23 States Arranged by State and City	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Virginia -															
Arlington -															
Jackson Elementary School	4385	15		3			5	2		5	2	1	24	7	
Jamestown Elementary School	5117	21		1			2	1		2	2		23	5	
McKinley Elementary School	5200	17	1	2			5			4			30	8	
Patrick Henry Elementary School	5000	17	1	2			5	2		3		4	16	14	
Stratford Junior High School	8639	63	4	2			4	3		4	6	3	18	10	
Swanson Junior High School	6364	40	4	3			9			3	2	center	17	14	
Williamsburg Junior High School	9021	62	6	5			2	center		center		2	29	4	
Norfolk -															
Larrymore Elementary School	4300	20	1	3			5	1		5		3	27	8	
Rosemont Junior High School	2560	30	2		1		2			Beginning			25	29	
Richmond -															
Fairmont Elementary School	5000	22	1	3	1	2	6			2	4	2	21	20	
George Mason Elementary School	6320	x		4			1			2	2		15	19	
George Washington Carver Elementary School	Fair	fair	fair	3			11	14	3	5	7	2	24	30	
Fairfield Court School	1849									3			16	12	
Highland Park Elementary School	4918	23		3	3		8	2		3	4	1	17	19	
Mary Munford Elementary School	6300	28	1	4			5			3			22	10	
Randolph Elementary and Junior High School	13897	34	3	2			4			3			16		
James H. Blackwell Elementary School	7816	39	3	5			3			3	3	2	19	15	

TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
140 Schools in 23 States Arranged by State and City	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Virginia - Richmond -															
Westover Hills Elementary School	2278	25		3	x	x	5			5	x	x	17	17+	
Whitcomb Court School	2345	x		8			3			6			15	6	
Benjamin A. Graves Junior High	7064	50		6			5			3			16	8	
Chandler Junior High School	6414			5	3		1		center		2 center		18	5	
East End Junior High School	4836	48		5			7	1		4		1	15		
Armstrong High School	10918	80	4	5	2		1			3	1		17	16	
Washington - Alderwood Manor -															
Martha Lake Elementary School	4424						8			5			Not Checked		
Edmonds -															
Meadowdale Junior High School	2645			Not Checked			Not Checked			4	center		Not Checked		
Mountlake Terrace -															
Mountlake Terrace Junior High School	4011			Not Checked			12	12	5	10	5	8	Not Checked		
Mountlake Terrace High School	Not Checked			Not Checked			9			2			Not Checked		
Seattle -															
Eckstein Junior High School	10482	70	1	6			4			3	1		12		
Queen Anne Junior-Senior High School	12126	Good		4	1		3			2	2	2	29		
Tacoma -															
Mount Takoma High School	5000	60	2	3	1		7			2		7	29	10	

TABLE: 14 (Continued)

TYPE V SCHOOL LIBRARIES	Number of Titles Available			Number of Categories Checked											
				10 Vertical File Materials Listed			19 Professional Materials Listed			32 Audio-Visual Materials Listed			73 Equipment Materials Listed		
140 Schools in 23 States Arranged by State and City	Books	Periodicals	Newspapers	Library	Classroom	DIMC	Library	Classroom	DIMC	Library	Classroom	DIMC/Rented	Library	Classroom	DIMC
Wisconsin - Milwaukee - Wilbur Wright Junior High School	6508	Good	2	4	1		2			7		3	32		
Oak Creek - Oak Creek Junior High School	6000		2	8			11	center		10	Center 10	2	20	23	

TABLE: 15

Type V Special Characteristics of 50 School Libraries Visited	Community		System			Building Characteristics					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Type	Separate Library Building	School Within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Machines	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Arkansas - North Little Rock - * Sylvan Hills High School	58,032	Suburb	x	x			x			x	x	x			x					x	x				x	
Florida - Delray Beach - Seacrest High School	12,230	Resort	x	x		x				x	x									x		x				
Lake City - * Columbia High School	9,465	Urban		x	x	x					x												x		x	x
Miami - Ada Merritt Junior High	34,793	Resort City	x	x		x																				
* Ida M. Fisher Junior High	34,793	Resort	x	x		x										x										
* Southwest Miami Senior High School	34,793	Resort	x	x		x				x	x	x							x	x	x	x	x		x	x
Sylvania Heights Elementary	34,793	Resort	x	x		x								x	x		x	x		x	x					
Newberry - * Newberry High School		Urban	x	x		x				x	x															x
Riveria Beach - * Riveria Beach High School		Resort	x	x		x					x															
Illinois - Evanston - * Skiles Junior High School	79,283	Suburb	x	x	x	x						x									x					
Petersburg - Petersburg Community High	2,359	Urban	x	x	x	x					x				x					x		x				
Urbana - Thornburn School	27,294	Univ. Town	x	x	x	x									x			x		x	x					
Indiana - Lebanon - Lebanon Senior High School	9,523	Urban				x				x	x															
Terre Haute - Ben Franklin Elementary	72,500	City				x											x	x			x					

* Schools **not** returning checklist (25)

TABLE: 15 (Continued)

Type V
Special Characteristics of
50 School Libraries
Visited

	Community		System			Building Characteristics				Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Type	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Machines	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Kentucky - Lexington - William Morton Junior High	62,810	City Univ.	x	x	x							x														
*Henry Clay High School	62,810	Univ.	x	x	x	x						x										x				
Louisville - (St. Matthews District) St. Matthews Elementary	390,639	Suburb	x	x	x	x								x	x		x	x		x					x	
*Skyrock Elementary School	390,639	Suburb	x	x		x											x	x							x	
St. Matthew - Waggener High School	8,738	Suburb	x	x		x				x		x	x							x						
Louisiana - DeRidder - DeRidder High School	7,188	Suburb	x	x			x			x	x		x		x							x			x	x
Minden - (Webster Parish) *Moore Elementary School	12,785	Rural Urban	x	x	x	x				x							x	x								
*Stewart Elementary School	12,785	Urban	x	x	x	x				x							x	x								
*Minden High School	12.785	Urban	x	x	x		x			x	x	x														
Michigan - Holland - *Holland High School	24,777	Urban					x			x	x				x	x				x		x				
Kalamazoo - Loy Norrix	82,089	City	x	x	x	x					x									x		x	x	x		
Lansing - Horsebrook Elementary Sch.	107,807	Capitol	x	x	x												x	x							x	
Everett High School	107,807	Capitol	x	x		x				x	x											x				
Minnesota - Hastings - *Tilden Elementary School	8,965	Rural	x			x				x								x								
New York - New York City - *Wright Brothers Elementary	7,775,000	City	x	x	x	x						x					x			x	x					
*Chelsea Elementary Sch.		City	x	x	x	x									x		x		x	x	x	x				

TABLE: 15 (Continued)

Type V
Special Characteristics of 50 School Libraries Visited

	Community		System			Building Characteristics					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Type	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Machines	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
North Carolina - Charlotte - * Dudley Senior High School	201,564	City	x	x				x			x															
Garinger Senior High Sch.	201,564	City	x	x				x	x		x									x	x					
Raleigh - LeRoy Martin Junior High	93,931	Capitol	x	x						x						x			x			x			x	
Broughton High School	93,931	Capitol	x	x		x				x	x	x	x						x		x	x			x	
Oregon - Portland - * Marshall High School	370,000	City	x	x	x	x					x									x		x				
Salem - * Baker Elementary School	49.142	Capitol	x	x	x	x				x							x	x							x	
* North Salem High School	49,142	Capitol	x	x	x					x	x		x		x							x	x			
* South Salem High School	49,142	Capitol	x	x	x					x	x		x									x				
South Carolina - Columbia - F. W. Bradley Elementary	97,433	Capitol	x			x											x	x		x	x					
* Crayton Elementary- Junior High School	97,433	Capitol	x				x				x									x						
* A. C. Flora High School	97,433	Capitol	x				x		x		x		x		x					x		x				x
Texas - Houston - Anderson Elementary School	938,219	City	x	x	x	x									x		x	x		x	x					
Washington - Alderwood Manor - Martha Lake Elementary	8,016	Suburb	x	x		x				x							x	x								
Edmonds - Meadowdale Junior High Sch.	8,016	Suburb	x	x		x				x		x			x						x					
Mount Lake Terrace High Sch.	8,016	Suburb	x	x			x				x				x				x			x				
Tacoma - Mt. Tahoma High School	147,979	City	x	x	x		x			x	x		x		x					x		x			x	x

TABLE: 15 (Continued)

Type V
Special Characteristics of
50 School Libraries
Visited

	Community		System			Building Characteristics					Special Curriculum				Experimental Teaching Methods								Special Access Hours			
	Population	Type of Community	Local or District I.M.C.	Local/County Library Supervisor	Central Processing	One Building	Campus Type	Separate Library Building	School within a School	Bus School	Comprehensive	Academic	Advanced Placement	Non-Graded Primary	Team Teaching	Core/Block	Individualized Reading	Flexible Schedule	Teaching Machines	E.T.V.	Radio	Language Lab.	Night	Saturday	Summer	Evaluative Criteria
Wisconsin - Milwaukee - Wilbur Wright Junior High	741,324	City	x	x		x					x	x				x				x						
Oak Creek - Oak Creek Junior High Sch.	9,372	Suburb	x	x		x														x	x					
* Oak Creek Senior High Sch.	9,372	Suburb	x	x		x				x	x											x				
Pewaukee - * Pewaukee Junior High School	2,484	Resort				x				x											x				x	

* Schools not returning checklist (25)

As was indicated at the end of Chapter I, the school library supervisors in 1964 were asked to check Tables 1-15 and sent in additional information about schools and school systems that were not identified through the Check-lists. Table 16 on page 137 to 151 lists the fifty states and the District of Columbia and cites 259 or more schools and cities that were not visited, are not in the tabulations of the study as represented in Tables 1-15, but that have school libraries functioning as material centers as recommended by school library supervisors. Each year this number could be increased manyfold and would never be completely up-to-date.

It will be noted that in Table 16 there were nine states that did not list school libraries as IMC libraries while there are also some states such as Hawaii, North Carolina, and South Carolina that indicate that all their school libraries are functioning as IMC libraries to a lesser or greater degree. This is the trend that is taking place in this country.

Table 17 on pages 152 to 154 has a regional and state summary of the number of questionnaires answered, the libraries visited, the total number of other cities and schools listed in Table 16, the number of district centers visited, the number of accredited and nonaccredited library school programs located through the study in 1964, and the number of state, city, town, and county supervisors listed in the ALA Directory for 1963-64.

The nine states that do not list school libraries as functioning as IMC libraries are Arizona, Idaho, Iowa, Maine, Montana, New Mexico, Oklahoma, South Dakota, and West Virginia. One of these states is in the New England region, two are in the Great Lakes and Great Plains area, one in the Southeast, three in the Southwest, and two in the Rocky Mountain area. With the exception of West Virginia, none of these states had a school library supervisor at the time of study, and only in Oklahoma was there an accredited library school.

TABLE: 16

Additional Schools and School Systems with Instructional Materials Centered School Libraries Recommended but not Visited

- Alabama -
  - Birmingham -
    - Ensley High School - new quarters, large collection, fine program.
  - Homewood -
    - Shades Valley High School - functional quarters, fine program
  - Jefferson County Schools - all libraries responsible for audio-visual but understaffe

- Alaska -
  - 1961-1962 Survey (230 schools) - none are Instructional Materials Centers school libraries. 181 Elementary Schools, 8 Junior High Schools, 18 Senior High School and 23 combined.
  - Juneau -
    - Juneau-Douglas School District - High School - librarian catalogs and classifies audio-visual materials in the school collection.
  - Anchorage -
    - Anchorage School District - a separate audio-visual department
  - Kitchikan -
    - Ketchikan School District - None

- Arizona - (Report of Visit)
  - No School Libraries recommended as Instructional Materials Centers.

- Arkansas -
  - Bentonville -
    - Betonville High School
  - Forrest City -
    - Sam Smith Junior High School
  - Pine Bluff -
    - Dollarway School
  - Siloam Springs -
    - Siloam Springs High School
  - Texarkana -
    - Jefferson Avenue Junior High School - excellent leadership and understanding of administration and library.

- California -
  - Hayward -
    - Alameda County Schools
  - La Mesa -
    - Spring Valley City Elementary School (Visited)
  - Modesto -
    - Stanislaus County Schools
  - Pittsburg -
    - Pittsburg Unified School District
      - Hillview Junior High School
      - Pittsburg Senior High School
      - Parkside Elementary School

California - (Continued)
  San Mateo -
    San Mateo School District Library
      Abbott Junior High School
      Bayside Junior High School

  Santa Barbara County Schools
      Santa Marie Elementary District

  Santa Monica -
    Santa Monica High School - other schools partical responsibility

Colorado -
  Denver -
    East Denver High School

  Aurora -
    Aurora Central High School

Connecticut -
  Groton -
    Groton Public Schools
      Fitch Senior High School
      Eastern Point Elementary School

  New Canaan -
    New Canaan Senior High School

  West Hartford -
    New Elementary School

  Westport -
    Westport Public Schools -
      Hillspint Elementary School
      Staples High School
      A Junior High School

  Woodbridge -
    Frederick R. Noble Elementary School
    Willimantic (Laboratory School of State College)
    Beecher Road School

Delaware -
  Greenville -
    Greenville Elementary School

  Rehoboth Beach -
    Rehoboth High School

  Wilmington -
    Dunleith Community School

District of Columbia -
  All School Libraries are recommended as Instructional Materials Centers

Florida - (Many other schools recommended but not listed)
  Bradenton -
    Walker Junior High School and Bradeanton Elementary School

  Brooksville -
    Hernando High School

TABLE: 16 (Continued)

Florida - (Continued)
- Clearwater -
  - Pinellas High School
- Deerfield Beach -
  - Deerfield Beach Junior High School
- Deland -
  - George W. Marks School
- Fort Lauderdale -
  - Nova High School
- Gainesville -
  - Alachua County Public Schools (28 schools)
  - Riverside Elementary School
- Green Cove Springs -
  - Clay County High School
- Hollywood -
  - McArthur High School
  - Walkins Elementary School
- Jacksonville - (29 additional schools)
- Key West -
  - Douglass School
  - Key West Memorial Junior High School
  - Monroe County High School
  - Truman Elementary School
- Havana -
  - Havana School
- Lakeland -
  - Lakeland Senior High School
- Largo -
  - Largo Elementary School
- Miami - (All new schools have libraries functioning as Instructional Materials Centers. All schools with full time librarian and clerks with enrollment over 750)
  - Edison Park Elementary School
  - Northwestern Senior High School
- Miami Shores -
  - Miami Shores Elementary School
- New Smyrna Beach -
  - Read-Pattillo Elementary School
- Panama City - (All 27 schools)
  - Drummond Park Elementary School
  - Patterson Elementary School
  - St. Andrew Elementary School
- St. Petersburg -
  - Mirror Lake Junior High School
  - St. Petersburg High School
- Tallahassee -
  - Tallahasse High School

TABLE: 16 (Continued)

Florida - (Continued)
- Tampa - (12 Schools)

- Titusville - (28 Schools)

Georgia - (A representiative samplings of Instructional Materials Center library programs in the State of Georgia)
- Albany -
  - Albany Junior High School
  - East Daugherty Junior High School
  - McIntosh Elementary School

- Atlanta - (8 Senior High Schools)

- Cairo -
  - Cairo High School

- Cartersville -
  - Cartersville High School

- Cordele -
  - Crisp County High School
  - East Crisp Elementary School

- Dalton -
  - North Whitefield High School

- Decatur -
  - Cross Keys High School

- Fitzgerald -
  - Fitzgerald High School

- Hinesville -
  - Bradwell Institute Elementary School

- McDonough -
  - Henry County High School and McDonough Elementary School

- Milledgeville -
  - Baldwin County High School

- Statesboro -
  - Statesboro High School

- Waycross -
  - Waycross High School

Hawaii - (Most of the elementary school libraries function as Instructional Materials Center)
- Honolulu -
  - Aina Haina Elementary School
  - Ala Wai Elementary School
  - Kamehameha Schools (3)
  - Kapalama Elementary School
  - Lunalilo Elementary School
  - Punahou (Private School) excellent
  - Waialae Elementary School

- Kapaa -
  - Kapaa Elementary School
  - Kapaa High School

- Kohala -
  - Kohala High School and Elementary School

TABLE: 16 (Continued)

Idaho -
    No school libraries recommended as Instructional Materials Centers

Illinois -
    Blue Island -
        Dwight D. Eisenhower Community High School

    Chicago - (All school libraries are moving into the Instructional Materials Center program)
        Austin High School
        Fenger High School

    Evanston -
        Evanston Community Consolidated Schools
            Lincoln Junior High School
            Walker Elementary School
            Washington Elementary School

    Morgan Park -
        Kinzie High School
        Crane High School

    Oak Park -
        Oak Park Elementary Schools
            All 10 schools have and are building up their Instructional Materials Centers

    Park Forest -
        Rich East Township High School

    Sycamore -
        Sycamore High School

Indiana -
    Elkhart -
        Roosevelt Junior High School
        Westside School

    Garrett -
        J. E. Ober School

    Gary -
        Emerson Elementary School
        Dunbar School
        Milton School
        Roosevelt Park Elementary School

    Indianapolis Area -
        Pike Elementary School

    Lawrence Township - (All school libraries function as Instructional Materials Centers and have full time librarians)
        Lawrence Elementary School

    Munster -
        Wilbur Wright Junior High School

    Plymonth -
        Plymonth High School

    Washington Township - Indianapolis Area
        Westlane Junior High School

Iowa -
    No outstanding programs recommended as Instructional Materials Centers

TABLE: 16 (Continued)

Kansas -
- Derby -
  - Derby Public Schools
- East Topeka -
  - East Topeka Junior High School
- Prairie Village -
  - Prairie Village Elementary School
- Topeka -
  - Highland Park High School (the school is to develop rapidly with listening and viewing facilities, expanded book collection and audio-visual organization through the library)
  - West High School - (Librarian has Audio-Visual program)
- Wichita - (In beginning stages)

Kentucky -
- Covington -
  - Eighth District School
  - Tenth District School
  - Lincoln-Grant School
- Erlanger -
  - Lloyd Memorial High School
- Louisville -
  - Valley High School

Louisiana -
- Alexandria -
  - North Bayou Rapides Elementary School
- Bastrop -
  - Bastrop High School
- Baton Rouge -
  - Westdale Junior High School
- Donaldsonville Parish - (All Schools)
- Franklin -
  - E. A. Crowell Elementary School
- Independence -
  - Independence Elementary School
- Jonesboro -
  - Jonesboro-Hodge High School
- Lafayette -
  - Hamilton Elementary School and Lafayette High School
- Lake Charles -
  - F. K. White Junior High School
- Natchitoches -
  - Northwestern Elementary School
- Oberlin -
  - Oberlin High School
- Port Sulphur -
  - Port Sulphur High School

TABLE: 16 (Continued)

Louisiana - (Continued)
  Sunset -
    Sunset High School

  Thibodaux -
    Thibodaux Junior High School

  Winnfield -
    Westside Elementary School

Maine -
  No school libraries recommended as Instructional Materials Centers

Maryland -
  Bladensburg -
    (4 Senior High Schools, 4 Junior-Senior High Schools, 10 Junior High Schools

  Brunswick -
    Brunswick High School

  Frenderick -
    East Frederick Elementary School
    Frederick High School
    Parkway Elementary School

  Middletown -
    Middletown Elementary School
    Middletown High School

  Rockville -
    Mountain County Schools

  Thurmont -
    Thurmont High School

  Walkersville -
    Walkersville Elementary School
    Walkersville High School

Massachusetts -
  West Newton -
    Newton South High School

  Lexington -
    (High School and elementary schools - new plans underway for Instructional Materials Centers concept. Team teaching in elementary schools with resource centers)

Michigan -
  Birmingham School District - (All school libraries being planned as an I.M.C.)

  Corunna -
    Corunna High School - superior tho small

  Fenton -
    Fenton High School - superior

  Kalamazoo -
    Vine Street Elementary School

  Northville -
    Northville Junior High School - (Remodelled, attractive, beginning stages of Instructional Materials Center)

  South Redford -
    Thurston High School

TABLE: 16 (Continued)

- Minnesota -
  - Brainard -
    - Brainard High School
  - Elk River -
    - Elk River High School
  - Little Falls -
    - Little Falls High School
  - St. James -
    - St. James High School
- Mississippi -
  - Ackerman -
    - Chotaw Area Field Office, Materials Center
  - Jackson -
    - Peoples Junior High School
- Missouri -
  - No School Libraries recommended as Instructional Materials Centers
  - New schools being built with the library as an Instructional Materials Center
  - St. Louis County -
    - Riverview Gardens School District
      - Lewis and Clark Elementary School
      - Valley Winds Elementary School
- Montana -
  - Billings -
    - Billings City Schools Materials Center (not a library)
- Nebraska - (All North Central Schools have checked section "F" of Evaluative Criteria)
  - Lincoln - Beginning in school system
  - Omaha -
    - Omaha Westside
- Nevada -
  - Las Vegas -
    - Western High School
  - Winnemucca -
    - Humboldt County High School
- New Hampshire -
  - Berlin -
    - Berlin High School
  - Conway -
    - Kennett High School
  - Hanover -
    - Hanover Junior-Senior High School
  - Plymouth -
    - Plymouth High School
  - Rockester -
    - Spaulding High School
  - Lancaster -
    - Lancaster High School

TABLE: 16 (Continued)

New Jersey -
Bloomfield -
South Junior High School

Demarest -
Demarest Elementary School

Eatontown -
Monmouth Regional High School

Newark -
11 Elementary Schools
5 Junior High Schools
9 Senior High Schools

Ridgewood -
Ridgewood Senior High School

West Caldwell -
West Essex Regional High School

New Mexico -
No School Libraries recommended as Instructional Materials Centers

New York -
Auburn -
West High School (7-12)

Bath -
V. E. Wightman School (K-3)
Maple Heights

Bronxville -
Bronxville Public School

East Aurora -
Parkdale Elementary School

Fayetteville -
Fayetteville Elementary School

Great Neck, Long Island -
Lakeville School
South Junior High School

Lowville -
Lowville Academy and Central School

Manhasset -
Manhasset Junior High School

New Hartford -
New Hartford High School
Oxford Road Elementary School
Paris Road Elementary School
Clinton Road Elementary School

Oneida -
Oneida Senior High School

Penfield -
Penfield High School

Port Chester
Port Chester Senior High School
Port Chester Junior High School
Both schools are in beginning stages of I.M.C.

TABLE: 16 (Continued)

New York - (Continued)
- Rochester -
  - East High School
  - West Irondequoit High School
- Syosset, Long Island -
  - South Wood Junior High School
- Tully -
  - Tully Central School
- Wantagh -
  - Lee Road School
- Schenectady -
  - Schenectady Public Schools (Library Department is coordinated with A-V center.)

North Carolina - (The North Carolina Standards for school accreditation, adopted by the State Board of Education in 1962, state that the library is an instructional materials center. The standards identify specific library requirements for printed and audio-visual materials and services. For any school to be accredited the library standards must be met. Throughout North Carolina elementary, junior high, and high schools are engaged in implementing the State standards for school accreditation).

- Charlotte - (All Schools)
- Elizabeth City -
  - S. L. Sheep School
- Gastonia -
  - Wray Junior High School
- Greensboro -
  - Bessemer Primary School
  - Brown Summit School
  - Guilford High School
  - Laughlin School
  - Pleasant Gardens School
  - Rankin Elementary School
  - Sedalia School
  - Summerfield High School
- Raleigh -
  - Frances Lacy Elementary School

North Dakota -
- Fargo -
  - Fargo High School
- Grand Forks -
  - Central High School Professional Library
- Minot -
  - Minot High School
- Williston -
  - Williston High School

Ohio -
- Lockland -
  - Lockland High School
- Shaker Heights -
  - Bryon Junior High School
  - Lomond Learning Center
  - Ludlow Learning Center
  - Shaker Heights High School

TABLE: 16 (Continued)

Oklahoma -
    No School Libraries recommended as Instructional Materials Centers

Oregon -
    Portland -
        David Douglas Schools District - All Schools are Instructional Materials Centers
        Madison High School
        Marshall High School

    Salem -
        Waldo Junior High School
        Walker Junior High School

Pennsylvania -
    Abington - All Elementary Schools in beginning Stages
        Abington Senior High School
        Huntingdon Junior High School

    Carnigie School District - Three Elementary Schools have Instructional Materials Centers Libraries

    Baldwin-Whitehall School District - (All 11 Schools being planned as Instructional Material Centers)
        McAnnulty Elementary School (new)

    Coatesville -
        North Brandywine Junior High School

    Downingtown -
        Downingtown Joint Senior High School

    Kennett Square -
        Kennett Junior-Senior High School

    Philadelphia -
        John Bartram High School

    Wyncote -
        Cheltenham Township High School

The following is a list of school districts which do have school libraries as instructional materials centers -- in varying combinations of physical and administrative organization. They each have good programs and administration.

    Blooming Glen - (Bucks County)
        Deep Run Valley Schools - (Elementary Schools)

    Cornwells Heights - (Bucks County)
        School District of Bensalem Township - (Elementary and Secondary Schools)

    Grove Ctiy -
        Grove City Schools - (Secondary Schools)

    Langhorne -
        Neshaminy Schools - (Elementary and Secondary Schools)

    Mechanicsburg -
        Cumberland Valley Joint School District - (Secondary Schools)

    Sharon -
        Hickory Township Schools - (Elementary and Secondary Schools)

    Shillington -
        Governor Mifflin Joint Schools - (Elementary and Secondary Schools)

TABLE: 16 (Continued)

Pennsylvania - (Continued)
    School District with school libraries as Instructional Materials Centers (Continued)
    Wayne - (Delaware County)
        Radnor Township Schools (Elementary Schools

Rhode Island -
    Cranston -
        Bain Junior High School

South Carolina - (All schools are considered Instructional Materials Centers)
    Chester -
        Chester Senior High School

    Fountain Inn -
        Bryson High School

    Greenville -
        Carolina High School
        Hollis Junior High School
        Washington High School

    Greer -
        Greer Senior High Schools

    Lancaster -
        Lancaster High School

    Spartanburg -
        Spartanburg High School

South Dakota -
    No School Libraries recommended as Instructional Materials Centers

Tennessee -
    Chattanooga County - All School Libraries function as Instructional Materials Centers
        Hixson Elementary School
        Daisy Elementary School
        Lakeside Elementary School
        Lookout Valley Junior High School
        McBrien Elementary School
        Roland W. Hayes Elementary School

    Chattanooga City - (All Schools are Instructional Materials Center)

    Dickson -
        Dickson High School

    Jackson -
        Southside High School
        Whitehall Elementary School

    Johnson City -
        Keystone School

    Jonesboro -
        Jonesboro High School

    Kingsport -
        John Sevier Junior High School

    Murfreesboro -
        Crichlow Grammar School

TABLE: 16 (Continued)

Tennessee - (Continued)
- Nashville -
  - Caldwell Elementary School
  - Calvert Junior High School
  - Cohn High School
  - Davidson County - (All Schools are Instructional Materials Centers)
- Oak Ridge -
  - Jefferson Junior High School
- Wartburg -
  - Wartburg High School

Texas -
- Alice -
  - Noonan Elementary School
- Corpus Christi -
  - Marvin P. Baker Junior High School
  - Ella Barnes Junior High School
  - Cullen Place Junior High School
  - Claude Cunningham Junior High School
  - Robert Driscall Junior High School
  - Ray Miller High School
  - Wynn Seale Junior High School
- Fort Worth -
  - Most of the schools in beginning stages of Instructional Materials Centers.
- Freeport -
  - Brazosport Independent School District
- Houston - (Most of the schools are in the beginning stages of Instructional Materials Centers)
- Waco -
  - Most of the schools have some responsibility for audio-visuals

Utah -
- Salt Lake City - (21 Schools have some audio-visual aids)

Vermont - (10 Schools are in beginning stages of Instructional Materials Centers)
- Barre -
  - Spaulding High School
- Burlington -
  - Edmunds Junior-Senior High School
- Canaan -
  - Canaan Memorial High School
- Jacksonville -
  - Whitinghan School
- Middlebury -
  - Middlebury Union High School
- Shelburne -
  - Shelburne High School
- Springfield -
  - Riverside Park Junior High School
- Vergennes -
  - Vergennes Union High School

TABLE: 16 (Continued)

- Vermont -
  - Windsor -
    - Windsor High School
  - White River Junction -
    - Hartford Memorial Junior High School
- Virginia -
  - Alexandria -
    - Mt. Vernon High School
  - Arlington - (All Schools are Instructional Materials Centers)
  - Danville -
    - George Washington High School
  - Fairfax -
    - All Schools are in beginning stage of Instructional Materials Centers
  - Floyd -
    - Floyd High School
  - Norfolk -
    - All schools are Instructional Materials Centers, also have an A-V Center
  - Portsmouth -
    - Academy Park Elementary School
    - Brighton School
    - Cradock Elementary-Junior High School
    - Douglas Park School
    - Highland Biltmore Elementary School
    - Hodges Manor Elementary School
    - James Hurst Elementary School
    - Moffett Place Elementary School
    - Mount Hermon School
    - Olive Branch Elementary School
    - Park View Elementary School
    - Port Norfolk Elementary School
    - Riddick-Weaver School
    - Shea Terrace Elementary School
    - Simonsdale Elementary School
    - Emily N. Spong Elementary School
    - John Tyler School
    - Westhaven School
  - Richmond - (A-V Center)
    - Albert V. Norrell School
    - Oak Grove School
    - Westhampton Junior High School
    - Woodville School
  - South Boston -
    - Halifax County High School
- Washington -
  - Survey 1961 -- 66 High Schools out of nearly 200, the librarian has some responsibility for audio-visual aids. Most of the elementary and secondary schools planned ~~in~~ recent years are now being planned with this concept.
  - Bellevue -
    - Bellevue School District - all school libraries are Instructional Materials Centers

TABLE: 16 (Continued)

Washington - (Continued)
    Chehalis -
        Chehalis High School

    Edmonds School District - All school libraries are Instructional
        Materials Centers

    Renton School District - All school libraries are Instructional
        Materials Centers

    Richland - All School Libraries are Instructional Materials Centers
        Jefferson Elementary School

    Seattle -
        Highline School District - Instructional Materials Centers concept
            Glacier High School

        West Seattle High School
    Spokane -
        Junior and Senior High School are Instructional Materials Centers
            Also, new schools being planned

    Tacoma -
        Clover Park High School

    Vancouver -
        Lake Shore Elementary School
        Lieser Elementary School
        McLoughlin Junior High School

West Virginia -
    No outstanding examples of libraries as Instructional Materials Centers

Wisconsin -
    Eau Claire -
        Eau Claire Senior High School

    Madison - All school libraries have all types of materials (45 schools, all with
        professional library and central processing)

    Mazomanie -
        Black Earth High School - to be an Instructional Materials Center

    Racine -
        Junior and Senior High School are Instructional Materials Centers
            Other schools in beginning stages

Wyoming -
    Casper Public School - beginning stages of Instructional Materials
        Center programs

    Jackson -
        Jackson Elementary School

    Powell Public Schools - beginning stages of Instructional Materials
        Center programs

    Sheridan Public Schools - beginning stages of Instructional Materials
        Center programs

TABLE: 17

Regional and State Summaries

Regional and State Code (USOE)	States	I.M.C. School Libraries: Type I Questionnaire Answered	Type I Library Visited	Type II Questionnaire Answered	Type II Library Visited	Type III Questionnaire Answered	Type III Library Visited	Type IV Questionnaire Answered	Type IV Library Visited	Type V Questionnaire Answered	Type V Library Visited	Other Cities and Schools also Recommended	I.M.C. Visited	State Visited	Library Education: Accredited Library School	Graduate Non-Accredited Library School	Undergraduate Library School	Supervisors: State Supervisor	Assistant State Supervisor	City, Town, County Supervisor
	North Atlantic																			
	NEW ENGLAND (6)																			
1-1-16	Connecticut					2						5	2			1		1	1	
1-1-29	Maine**														0	0	0			1
1-1-31	Massachusetts				1							2	1		1	1	3	1		8/v*
1-1-39	New Hampshire					2	2			2		6		1			1			
1-1-49	Rhode Island											1					1			
1-1-55	Vermont											10					1	1		
	MIDEAST (5)																			
1-2-17	Delaware	2		1		3	1	1		3		3		1	0	0	0	1		2
1-2-18	District of Columbia							1				all			1		2	1		1
1-2-30	Maryland	3		1	1	13	3	14	1	9		7	4	1			3	1		9
1-2-40	New Jersey	3	2	2				1		6		6	1	1	1		3	1	1	5
1-2-42	New York	2	2			1	2				2	16	3	1	3	5	1	v*	1	42
1-2-48	Pennsylvania			4	2	2		1	1	10		16	3		2	3	8	1		7
	Great Lakes and Plains																			
	GREAT LAKES (5)																			
2-3-23	Illinois	9	9	6	8	3	5	5	4	3	3	7	6	1	3	3	12	1/v*		14
2-3-24	Indiana	3	3	1	1	2	2	13	3	9	2	8	2		1	5	3	1		1
2-3-32	Michigan	1	1	3	4	2	2	1		4	4	6	3	2	2	3	4	2		19
2-3-45	Ohio					4						2	1		2	1	10			7
2-3-59	Wisconsin	1	1	1	1	3	3		1	2	4	4			1		13	2		4

* v = Position vacant
** = No school libraries recommended as IMC.

TABLE: 17 (Continued)

Regional and State Summaries

Regional and State Code (USOE)	States	I.M.C. School Libraries Type I Questionnaire Answered	Type I Library Visited	Type II Questionnaire Answered	Type II Library Visited	Type III Questionnaire Answered	Type III Library Visited	Type IV Questionnaire Answered	Type IV Library Visited	Type V Questionnaire Answered	Type V Library Visited	Other Cities and Schools also Recommended	I.M.C. Visited	State Department Visited	Library Education Accredited Library School	Graduate Non-Accredited Library School	Undergraduate Library School	Supervisors State Supervisor	Assistant State Supervisor	City, Town, County Supervisor
	Great Lakes and Plains																			
	PLAINS (7)																			
2-4-25	Iowa**															1	8			3
2-4-26	Kansas											5				1	13	1		3
2-4-33	Minnesota	2	2	2	3	5	2	2		5	1	4	5	1	1	1	10	1	1	5
2-4-35	Missouri											2				2	8			1
2-4-37	Nebraska											2					10			3
2-4-44	North Dakota											4					7			
2-4-51	South Dakota**																7			
	Southeast (12)																			
3-5-10	Alabama			3	1	2		2	1	1		3		1		2	4	2		3
3-5-13	Arkansas					2				3	1	5		1			11	2		
3-5-19	Florida	5	4	9	4	16	9	6		16	8	22	7	1	1	1	4	1		17
3-5-20	Georgia					3	2					13	1	1	2		8	1	2	25
3-5-27	Kentucky			2	2			3	2	9	5	5	3	1	1	2	6	1		6
3-5-28	Louisiana	1	1	4	3	5	6	3	1	1	4	15	3		1		12	1	1	8
3-5-34	Mississippi											2				1	7	1		
3-5-43	North Carolina	2	1	3	4	4	3	6	3	17	4	5	3	1	1	3	5	1	3/v*	26
3-5-50	South Carolina						1			3	3	6		1			6	1		2
3-5-52	Tennessee	2	2	2	2	5	3	3	3	2		12	4	1	1	2	6	1		6
3-5-56	Virginia	2	2	4	1	17	2	16	2	23		9	4	1			5	1	2	10
3-5-58	West Virginia**															2	7	1		2

*v = position vacant ** No school library recommended as IMC

TABLE: 17 (Continued)

Regional and State Summaries

Regional and State Code (USOE)	States	I.M.C. School Libraries Type I Questionnaire Answered	Type I Library Visited	Type II Questionnaire Answered	Type II Library Visited	Type III Questionnaire Answered	Type III Library Visited	Type IV Questionnaire Answered	Type IV Library Visited	Type V Questionnaire Answered	Type V Library Visited	Other Cities and Schools also Recommended	I.I.M.C. Visited	State Department Visited	Accredited Library School (Canada omitted)	Library Education Graduate Non-Accredited Lib. School (Canada omitted)	Library Education Undergraduate Library School (Puerto Rico omitted)	Supervisors State Supervisor	Assistant State Supervisor	City, Town, County Supervisor
	West and Southwest																			
	SOUTHWEST (4)																			
4-6-12	Arizona**												5			3	1	v*		6
4-6-41	New Mexico**															2				1
4-6-46	Oklahoma**														1	1	5	v*		
4-6-53	Texas	1		1	3	2	1			3	1	6	1		2	2	8	1		8
	ROCKY MOUNTAINS (5)																			
4-7-15	Colorado											2	2		1		5	1		10
4-7-22	Idaho**																1	1		1
4-7=36	Montana**																5	1		
4-7-54	Utah											1					4			1
4-7-60	Wyoming											4					1			
	FAR WEST (6)																			
4-8-14	California	1				1	1	1	1	1		7	10	1	3	2	7	1		41
4-8-38	Nevada											2					1	1		3
4-8-47	Oregon			1	1	2	1	1		1	4	2	2	1		2	7	1		19
4-8-57	Washington	1	1	1		3	2			7	4	9	5	1	1	1	5	1	1	28
4-8;11	Alaska											1			0	0	0			
4-8-21	Hawaii											12				1		1	1	
	TOTAL:											259	81	21	33	51	262	36 4v*	12 1v*	357 1v*

TOTAL:	Type I	Type II	Type III	TYPE IV	TYPE V
Schools that Answered Questionnaire (411)	41	51	100	79	140
Schools Visited (203)	31	46	53	23	50
Additional Schools Visited, no ques. (61)	0	15	16	5	25
Grand TOTAL: (472)	41	66	116	84	165

States with no I.M.C. School Libraries: 9

*v = Position vacant

** No school libraries recommended as IMC

Maine and South Dakota had no university listing offering a library science program, and Idaho and Montana had only one and five undergraduate library programs, respectively. More details on library education will be given in Chapter VII, but it points up the possible correlation between school libraries functioning as IMC libraries and library education available in the state.

Table 17 does show that eighty-two percent of the states have made some progress in developing school libraries as media centers and thirty-four percent of the states have examples of outstanding school library programs of service and resources to support quality education in the schools of today. These schools are found in all types of communities - large and small, in all sizes of schools, and at all levels from the elementary to the high school, and any combination of these. There can be little doubt that the trend is toward the school library functioning as a media centered program of services for both faculty and students. Well developed programs and excellent leadership is to be found as well as programs that are rapidly expanding their collections and facilities to meet this new concept of resources and services. Some schools are being remodeled and are in beginning stages of becoming material centered libraries. New schools are incorporating this concept into their plans. There are varying combinations of physical and administrative organizations but they are developing good programs of service and resources. The school library of today is moving out of a book centered program of service to a multi-media resource center.

CHAPTER IV

CHARACTERISTICS OF QUARTERS AND RESOURCES FOUND IN SCHOOL LIBRARIES

Over the past fifty years, school libraries have been expanding their programs of services, and have been adding many types of learning resources to their collections. This has necessitated the planning of library quarters to house the newer media and equipment and to provide for the individual, small group, and large group needs of students and faculty. As a result, teachers and librarians need more bibliographic guides to assist them in selecting the teaching resources needed in modern schools. The need to change administrative practices in budgeting, purchasing, organizing, and servicing the many types of materials now found in the school libraries has been recognized.

Along with changes in the individual school library have come changes in school organization and the development of larger units of school administration leading to the need for cooperative plans and system-wide practices. Supervisory or consultant staff for a school system usually includes a school library specialist to develop and expand the library programs in the individual schools. In southern states where the county or parish pattern was found to be identical for political and school districts, the supervisory staff was responsible for the schools in the total county. Large metropolitan cities were usually separate, however. In other parts of the country the supervisory staff was responsible for school systems whether organized on a 6-3-3, 6-2-4, or 6-6 plan. There were a few states such as Arizona, Illinois, and California where the four year high school was in a separate district and the supervisory staff was not responsible for the support of school library programs, but in one or two systems the support was shared with the public library, and the supervisor was on the public library staff. These were exceptions.

Some other patterns of change in administrative practices have occurred because of variations in buildings. Increased school enrollments and population mobility have resulted in the construction of many new school buildings and new types of building. Many of the participants in this study have school libraries designed as laboratories for purposeful learning activities. Schools with enrollments of 300 or more pupils include areas in their libraries that reserve space for reading, viewing, and listening activities by individual or groups; exhibits, office, work, and conference needs; production of materials; and storage and stacks for printed and non-printed learning resources and equipment that are either school owned, rented, or borrowed. Space also is made available for professional resources and work needs of teachers. Newer buildings provide the required space for pupil learning activities where new methods of teaching and new media of instruction are available. Flexibility and expansibility are features of many of these new school libraries.

In some of the new elementary schools found in Florida, Maryland, North Carolina, and Virginia, the space areas were being planned to accommodate learning activities that included large and small groups working together. Provisions were being made for ability grouping of children for study and work projects. Classroom and study areas were planned for the use of television, electronic learning devices, and programmed materials. Space and equipment as well as resources were being provided to make use of a wide variety of reference materials, including audio and visual resources for problem solving, and to make possible experience opportunities that would be meaningful to the child.

Table 18 lists in rank order the number of elementary, junior and senior high school libraries that provide areas for servicing the instructional needs of pupils and teachers using the library resources. Information had

TABLES 18

Comparative Table(s) of Instructional Materials in School Libraries

Quarters of the Instructional Materials Center	Number and Types of Schools Returning Questionnaires					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Types of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Reading Room (200-550)	98	(1)	21	(7)	43	(8)
Workroom	84	(2)	52	(1)	109	(1)
Office Area	63	(3)	49	(2)	98	(2)
Storage Area	50	(4)	25	(6)	57	(6)
Reading Room (500-1000)	46	(5)	40	(3)	82	(3)
Circulation Area	38	(6)	30	(5)	56	(7)
Conference Room	37	(7)	19	(8)	63	(5)
Periodical Storage Area	31	(8)	36	(4)	76	(4)
Library Classroom	20	(9)	5	(16)	32	(12)
Faculty Professional Library	19	(10)	18	(9)	39	(10)
Lounge and Display Area	16	(11)	9	(13)	23	(15)
Preview and Video Laboratory	15	(12)	16	(10)	42	(9)
Maintenance and Service Areas	11	(13)	4	(18)	16	(18)
Rest Rooms	11	(14)	2	(21)	19	(17)
Listening Room	10	(15)	6	(14)	20	(16)
Study Cubicle	9	(16)	3	(19)	12	(21)
Kitchen Facilities	9	(17)	1	(23)	3	(26)
Dark Room	8	(18)	13	(11)	26	(13)

TABLE: 18 (Continued)

Comparative Table(s) of Instructional Materials in School Libraries

Quarters of the Instructional Materials Center	Number and Types of School Returning Questionnaire					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Types of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Outdoor Reading Room	5	(19)	3	(20)	6	(23)
Listening Stations	5	(20)	5	(17)	23	(14)
Materials Production Area	3	(21)	6	(15)	15	(19)
Dumb-waiter, Elevator	3	(22)	1	(24)	14	(20)
Television Studio	2	(23)	0	(26)	4	(25)
Speech, Drama, Production Area	2	(24)	0	(25)	8	(22)
Language Laboratory	1	(25)	9	(12)	34	(11)
Microfilm Reader Space	0	(26)	0	(26)	6	(24)

been sought regarding the number of square feet provided for each area, but time did not permit the charting of this information. Visits to the libraries, however, did reveal that new libraries are larger and are planned functionally whether they are in one story buildings, in campus units on a large spacious school site, or in a school-within-a-school plant.

Twice as many elementary school libraries in the study were found in schools with enrollments under 500 than in schools with larger enrollments. This follows the general recommendations for elementary schools. Larger schools have more depersonalization between teacher and pupil. Smaller schools, rather than larger schools, and primary grades housed in areas separate from the intermediate classes and with their own play areas seemed to be the prevailing pattern. Schools constructed in the form of several units had open or enclosed corridors and walkways, depending on the climatic conditions of the area. In many schools the expensive facilities such as cafeterias, auditoriums, gymnasiums, and libraries were shared facilities. The arrangement of the library area itself in elementary schools usually provided for the needs of two age groupings - primary and intermediate grades. In a few cases there were separate reading rooms, but in most libraries the division was made by the use of counter height or stack height shelving for dividing the room into areas. One or two elementary school libraries were in cottage type buildings with two, three, or four rooms for the younger children, and with a small school library. In the schools with grades 1 to 12, there was usually a separate reading room for the elementary school children.

In approximately half of the elementary school libraries, and these were usually in the newer schools, provision was made for a workroom area. The latter might be shared by the faculty and by the office staff depending upon the location of the library. The work-storage area of some of the libraries was planned in connection with the teachers' workroom and the duplicating areas of the school office. Facilities and equipment were used interchangeably by faculty and staff to reduce costs and to make for more efficient utilization of equipment. Duplicating machines needed by office and teaching staff also were used for making transparencies for the classroom. Pupil-made transparencies gave evidence of library research in notebook and project activities. Three elementary schools had materials production areas, while eight had dark room facilities. Many schools had such facilities at the district instructional materials center where there was staff to handle production of slides, films, and transparencies.

In many of the elementary school libraries, the workroom served as the office and storage area for periodicals and audio-visual equipment and resources. The Checklist[1] did not make provision for this arrangement so some of the figures in Table 18 are misleading. If separate rooms were provided they were checked, but all school libraries visited had workroom and storage space even if it were located in some other part of the school such as a corridor, closet, or in the administrative offices. Since central processing was provided for many elementary school libraries, the amount of workroom space that was required for these libraries was less than in schools where all processsing of books was handled by the school librarian. There was, however, still a need for workroom space for preparing exhibits, mending, clipping, mounting pictures, and handling audio-visual materials and equipment. Most libraries had such space, but running water was not always available in the work area.

The seven areas found most frequently in the library quarters in each type of the 424 libraries coded were a reading room, workroom, office area, storage area, circulation area, conference room(s), and periodical storage area. As might be expected there were more conference rooms provided in high

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[1] See Appendix A.

school libraries than in elementary or junior high school libraries. Some of the conference rooms in elementary school libraries were being used as special reference areas for small group use.

In selecting a few other items for comment, as reflected both in the tabulations and through visits made to school libraries in many parts of the country, it is significant that preview and listening areas were found in each type of library, as were dark room facilities, production areas, and individual study carrels. In many of the newly planned school libraries, rest room facilities for staff members were provided for when the library was located in a separate building, as would be expected, as well as when it was a wing of a school plant. In parts of the country where favorable weather conditions prevail, outdoor reading areas were found. Only a very few schools had their own television studios. In the elementary school they were usually found in city systems and serviced more than one school. A few were found in the independent suburban high school or in laboratory schools for the use of a particular school alone. Language laboratories as complete electronic units were found in high schools. One elementary school, where foreign languages were taught as early as the third grade, had an electronic unit. Foreign languages in the elementary school were often taught by television lessons, filmed programs, and taped recordings. Microfilm reader space was checked for high schools since some had periodical holdings on microfilm.

All of the twenty-six items listed in the Checklist[1] were found in at least three high schools, all but microfilm reader space was found in at least one elementary school, and all but a television studio, a speech, drama and production area, and microfilm reader space were found in junior high schools. The comparative charts in Table 18 show great similarities in elementary, junior high, and high school libraries throughout the country, and indicate that functional quarters were found in many of the schools. In states such as

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[1] See Appendix A, p. 30.

Florida, all new schools must be planned with functional school library quarters to service an instructional materials program, thus taking advantage of the newer trends and ideas in providing for the expanding resources and services recognized as essential in schools today.

The many resources listed in Tables 19, 20, 21 and the equipment listed in Table 22 are being analyzed in planning functional library quarters in new and old schools. Acoustical controls to block out distracting noises and to enhance the learning environment take into account that noise is a barrier to hearing and concentration and, therefore, to learning. Of course, it is easier to provide these controls in new schools than in older school buildings. The same is true in the installation of fully adequate radio and television antennas wired to jacks in each classroom, study, and service area. Pupils of all ages use a library today for individual study, for reference use of materials, for checking out books, for browsing and recreational reading, for using the card catalogs, for viewing filmstrips, for listening to a story hour program, for viewing television programs, for planning exhibits, and for completing lessons on the use of library materials. Areas to carry out these activities are a part of some of our school libraries today.

Since it can be taken for granted that books, periodicals, and newspapers in varying quantity and varying quality are found in all school libraries, further analysis of these resources will not be made. Table 19, however, compares the holdings of elementary, junior high, and high school libraries for ten types of ephemeral materials usually found in vertical file boxes, drawers, or cabinets. The tabulations taken from 424 checklists show a remarkably similar pattern for all types of schools with the exception of vocational materials and college catalogs. As would be expected, these rank higher in junior high and high school libraries than in elementary school

TABLE: 19

Comparative Table(s) of Instructional Materials in School Libraries

Types of Vertical File Materials	Number and Types of Schools Returning Questionnaires					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Type of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Pamphlets	130	(1)	54	(1)	124	(1)
Pictures	117	(2)	39	(5)	74	(5)
Maps	114	(3)	47	(3)	93	(3)
Clippings	80	(4)	34	(7)	69	(6)
Charts	76	(5)	34	(6)	48	(7)
Framed Pictures	67	(6)	13	(9)	32	(9)
Local Resource Information	55	(7)	14	(8)	32	(8)
Catalogs	37	(8)	46	(4)	93	(4)
Human Resource Files	35	(9)	9	(10)	24	(10)
Vocations	28	(10)	51	(2)	101	(2)

libraries. Pamphlets, pictures, maps, clippings, and charts are found in most school libraries while only some of the libraries have made available files of local and human resource information. But with the trend toward more and more use of community resources in instruction, there is need for a centralized file that would be of use in planning field trips and excursions, and of use in learning the names of persons who might be interviewed or who might be brought to the classroom to explain some phase of a problem or subject. The names of key resource persons who could be contacted for telecommunication purposes would also be of value to teachers in planning units of instruction. Information to help in planning trips to museums, in providing work experiences for students, and in planning for student involvement in community projects are but a few of the services provided by some of the school libraries through their resource information files.

The card catalogs of many of these school libraries have referral cards in the card catalog to subject headings found in the vertical files for the ephemeral pamphlets, clippings, and maps. As material is weeded from the files and new material is added, the catalog cards remain the same unless a subject is no longer of use. New subject headings can easily be interfiled as new topics are added. Often the subject cards are on colored cards in order to identify them easily as material of a nonbook nature. When colored cards are used, each color represents a different media such as recordings, filmstrips, slides, or pamphlets.

Rather consistent patterns of the holdings of professional materials for teachers and librarians are found in elementary, junior high, and high school libraries as shown in Table 20. This chart lists in rank order the nineteen items listed on page 20 of the Checklist[1] and as checked by the 424 schools. The first ten items including professional books, professional magazines,

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[1] See Appendix A.

TABLE: 20

Comparative Table(s) of Instructional Materials in School Libraries

Types of Professional Materials	Number and Types of Schools Returning Questionnaires					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Types of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Books	139	(1)	58	(1)	106	(2)
Magazines	139	(2)	57	(2)	106	(1)
Library Professional Tools	112	(3)	40	(4)	83	(3)
Publishers' Catalogs	102	(4)	42	(3)	70	(5)
Supply Catalogs	97	(5)	38	(5)	75	(4)
Pamphlets	81	(6)	35	(6)	53	(7)
Bibliographies	68	(7)	28	(8)	56	(6)
Curriculum Guides	60	(8)	28	(7)	41	(8)
Locally Prepared Course of Study	49	(9)	21	(11)	38	(9)
Published Course of Study	45	(10)	26	(9)	34	(11)
Resource Units	38	(11)	16	(13)	21	(16)
Sample Textbook Collection	36	(12)	26	(10)	23	(14)
Floor Plans	34	(13)	13	(15)	36	(10)
Local Resource Units	26	(14)	9	(18)	15	(18)
Educational Books	25	(15)	10	(17)	21	(15)
Sample Tests	25	(16)	4	(19)	16	(17)
Filmstrips	24	(17)	17	(12)	26	(13)
Research Studies	19	(18)	13	(14)	27	(12)
Films	8	(19)	13	(16)	12	(19)

Library professional tools, publishers' catalogs, supply catalogs, pamphlets, bibliographies, curriculum guides, locally prepared courses of study, and published courses of study are to be found in all types of school libraries and in approximately the same rank order. Somewhat less consistent rank order is found in the other nine items, but all of the categories are found in all types of libraries. The other nine categories include resource units, sample textbook collections, floor plans, local resource units, educational books, sample tests, filmstrips, films of a professional nature, and research studies.

Since the elementary schools visited tended to make more use of nonbook materials and to use more of the newer methods of instruction than did the high schools, it is noteworthy that published and locally prepared resource units more frequently were found in elementary schools than in high schools. Resource units represent a reservoir of plans and materials for teaching a large unit of a subject. In the elementary classrooms visited, there was evidence of carefully planned units making use of textbooks, maps, globes, supplementary book, pamphlet, and picture materials as well as exhibits, bulletin boards, realia, audio-visual aids, student activities, culminating activities, testing, and evaluation devices to bring more meaning to the subject matter under discussion. The skillfully integrated use of these materials by both teachers and pupils gave evidence that these materials were easily available and were familiar to them. Science classes as well as English, history, and social studies classes at the high school level also seemed to make more use of book and nonbook materials than did some of the other departments.

In the school systems that had district materials centers, much of the professional materials ~~were~~ was serviced from that center and supplemented what was found in the individual school libraries, but provision of a wide variety of professional materials for faculty use was shown to be accepted as the responsibility of school libraries that served as an instructional materials center.

For over twenty-five years, audio-visual materials have been available in our schools and have been serviced by some of the school libraries for longer periods than that. However, since the 1950's there has been increasing use and need for more types of nonbook materials in teaching. The national standards for school libraries in 1945 and again in 1960 defined the role of the school library for securing, organizing and servicing all types of teaching materials as a part of the library program of service. As Federal monies have become available to schools for the purchase of the more expensive equipment and resources for newer teaching methods, more and more types of audio-visual materials have been developed for use in schools at all grade levels. Materials to assist in individual learning situations, to enrich and clarify ideas presented in textbooks, and to provide supplementary work are all a part of the instructional materials available today for use in schools.

Many sources were used in compiling the list of thirty-two types of audio-visual resources listed on pages 18 and 19 of the Checklist[1]. The audio-visual holdings of elementary, junior high, and high school libraries are arranged in rank order in Table 21, and show the wide range of resources that are to be found in some of our schools. Filmstrips, globes, maps, disc recordings, and 16mm films have been in use in schools for many years and head the list in all grades. A few highly specialized resources such as educational toys and felt and flannel boards are more apt to be found in elementary school libraries than in high school libraries. On the other hand, more models, tape recordings, transparencies and 3 1/2"x 4" slides are found in the high and junior high school libraries. Microcards were not found in any of the schools

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[1] See Appendix A.

TABLE: 21

Comparative Table(s) of Instructional Materials in School Libraries

Types of Audio-Visual Materials	Number and Types of Schools Returning Questionnaires					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Types of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Filmstrips	147	(1)	66	(1)	127	(1)
Globes	144	(2)	59	(2)	113	(2)
Maps	115	(3)	48	(3)	77	(7)
Disc Recordings	110	(4)	46	(5)	96	(4)
Films (16mm)	105	(5)	40	(6)	103	(3)
Letter Sets	105	(6)	47	(4)	77	(6)
Charts	68	(7)	31	(8)	44	(10)
Educational Toys	66	(8)	14	(15)	12	(24)
Slides (2x2)	62	(9)	27	(10)	22	(16)
Tape Recordings	59	(10)	37	(7)	83	(5)
Felt and Flannel Boards	59	(11)	13	(16)	9	(26)
Study Print Sets	56	(12)	21	(12)	36	(11)
Posters	55	(13)	24	(11)	28	(13)
Models	52	(14)	30	(9)	54	(9)
Framed Pictures	49	(15)	11	(18)	25	(14)
Realia	44	(16)	15	(14)	22	(15)
Microslides	26	(17)	5	(22)	12	(21)
Resource Kits	23	(18)	5	(24)	18	(19)

TABLE: 21 (Continued)

Comparative Table(s) of Instructional Materials in School Libraries

Types of Audio-Visual Materials	Number and Types of Schools Returning Questionnaires					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Types of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Museum Objects	22	(19)	10	(19)	19	(17)
Materials for Display	20	(20)	9	(20)	18	(8)
Diagrams	18	(21)	7	(21)	12	(23)
Three Dimensional Effects	15	(22)	5	(23)	12	(20)
Dioramas	14	(23)	1	(30)	11	(25)
Slides (3½x4)	13	(24)	12	(17)	69	(8)
Transparencies	10	(25)	21	(13)	33	(12)
Film (8mm)	6	(26)	3	(27)	6	(29)
Mock-ups	6	(27)	4	(26)	6	(27)
Program Materials for Teaching Machines	6	(28)	4	(25)	13	(22)
Stereographs	6	(29)	1	(29)	3	(31)
Kinescopes (16mm)	2	(30)	0	(30)	3	(30)
Microcards	0	(31)	0	(31)	0	(31)
Microfilm	0	(32)	5	(22)	0	(32)

that participated in the study. It was surprising to note that none of the high schools that were visited and that had and used microfilm for their periodical holdings checked this as part of their holdings, while five junior high school libraries did check this category.

Some of the other types of materials that were often found at the district materials centers but were checked as part of the holdings of each of the types of libraries included realia, microslides, resource kits, museum objects, dioramas, mock-ups, sterographs and 8mm film. Only those schools that had television studios had the 16mm kinescopes. Since many of the high schools had reading laboratories, it was not surprising that more of the high schools, than other schools had programmed materials for teaching machines; however, some programmed materials were also found in elementary and junior high school libraries.

No effort was made in Tables 18 to 22 to indicate whether the types of materials listed were also found in classrooms or were found available from the district materials center. Tabulations in Tables 18 to 22 include those holdings that were checked as being found in the school library. Tables 1-15 indicate all of the places where the various types of resources are available to students and teachers. These generalized findings, however, bear out the specific implications noted in Chapter III which identified schools and noted their degrees of richness of book and nonbook resources. Tables 19-21 also show the great variety of materials available in schools and give some indication of the quality of the resources. There is also an indication that teachers and librarians are alert to newer media and that they are securing and processing them for use in classrooms for group use and in libraries for individual student use.

Substantial decrease in the cost of many of these newer media has also led to their increased use in schools. Special funds from government and foundation grants for the purchase of expensive equipment and electronic installations have enabled many schools to conduct experiments in the use of newer media and to develop newer teaching methods to handle large groups more effectively. Some of the experiments have been most successful while others show no better results than more traditional methods of teaching. Many of the schools visited indicated that lack of teacher preparation hindered the effective use of much of the newer media and that some of the techniques had not been successful. Many experienced teachers felt that smaller classes and more individualized instruction would bring greater returns in student progress. But all teachers interviewed indicated that enriched resources made easily available in the school library and organized for easy use in classroom and library made it possible to do more effective teaching regardless of the methods used.

Unless there is the necessary specialized library equipment necessary to perform the tasks and services considered essential in a school library of today, and unless projectors, screens, machines, and recorders to use the newer media of instruction are available, it would be of little use to expect a school library to perform its service function as an instructional materials center. A checklist of some of the most important types of furnishings and fixed equipment needed in a materials centered library was compiled, and listed on pages 27, 28, and 29 of the Checklist.[1] Seventy-three types of equipment were listed. The rank order of these items ~~are~~ is found in Table 22 for elementary, junior high, and high school libraries. As has been the case in Tables 19 to 21, there has been a rather consistent pattern found in all of the types of libraries. With a few obvious exceptions and one or two unexpected ones, the rank order of items in Table 22 ~~are~~ is basically the same for

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[1] See Appendix A.

TABLE: 22

Comparative Table(s) of Instructional Materials in School Libraries

Types of Equipment	Number and Types of Schools Returning Questionnaire					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Types of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Typewriters	161	(1)	69	(1)	139	(1)
Chairs	159	(2)	67	(4)	130	(7)
Tables	157	(3)	66	(6)	127	(8)
Electrical Outlets	156	(4)	65	(8)	115	(16)
Vertical Files	156	(5)	67	(2)	133	(3)
Dictionary-Atlas Stands	149	(6)	65	(7)	138	(2)
Book Truck	147	(7)	64	(10)	132	(4)
Card Catalog	146	(8)	64	(9)	124	(9)
Electric Stylus	143	(9)	57	(18)	105	(22)
Shelving	143	(10)	58	(17)	114	(17)
16mm Sound Projector	143	(11)	67	(3)	124	(10)
Circulation Desk	142	(12)	67	(5)	132	(5)
Librarian's Desk	142	(13)	63	(12)	130	(6)
Shelves for Magazines	140	(14)	59	(15)	120	(15)
Paper Cutter	139	(15)	57	(19)	110	(20)
Tape Recorder	133	(16)	63	(13)	122	(12)
Record Player (3 speed)	132	(17)	59	(16)	120	(14)
Duplicating Machines	129	(18)	52	(23)	97	(25)
Work Counter	126	(19)	56	(21)	112	(18)
Opaque Projector	121	(20)	64	(11)	121	(13)

TABLE: 22 (Continued)

Comparative Table(s) of Instructional Materials
in School Libraries

Types of Equipment	Number and Types of Schools Returning Questionnaire					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Types of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Sink	117	(21)	61	(14)	122	(11)
Portable Wall Screen	116	(22)	54	(22)	111	(19)
Projector Stand	113	(23)	56	(20)	95	(27)
Shelves for Picture Books	111	(24)	3	(70)	8	(71)
Telephone	109	(25)	48	(28)	103	(23)
Television Set	109	(26)	32	(39)	73	(36)
Filmstrip Projector (2x2)	103	(27)	47	(30)	95	(26)
Cabinets for Filmstrips	100	(28)	41	(34)	84	(30)
Tack Board	94	(29)	47	(31)	74	(35)
Microphones	90	(30)	48	(27)	80	(33)
Shelving for Recordings	88	(31)	32	(40)	58	(46)
Stools	88	(32)	51	(24)	108	(21)
Filmstrip Previewer	86	(33)	47	(29)	90	(28)
Chalkboards	84	(34)	22	(48)	42	(50)
Flannel Board	82	(35)	24	(44)	18	(63)
Portable Table	80	(36)	41	(33)	69	(41)
Display Cases	77	(37)	43	(32)	89	(29)
Electrical Extension Equipment	75	(38)	36	(37)	72	(38)
Intercom-PA System	75	(39)	49	(26)	83	(32)
Radio	75	(40)	30	(41)	64	(42)
Magazine Storage Area	74	(41)	41	(35)	84	(31)

TABLE: 22 (Continued)

Comparative Table(s) of Instructional Materials
in School Libraries

Types of Equipment	Number and Types of Schools Returning Questionnaire					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Types of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Filmstrip & 3½x4 Slide Projector	66	(42)	26	(42)	58	(45)
Vertical File for Pictures	60	(43)	18	(56)	38	(52)
Record Player - Hi Fi	56	(44)	40	(36)	70	(40)
Science Demonstration Carts	55	(45)	19	(53)	30	(58)
Overhead Projector	49	(46)	50	(25)	97	(24)
Cabinets for Realia	39	(47)	20	(51)	24	(61)
Copymachines	34	(48)	34	(38)	73	(37)
Headphones for Listening	34	(49)	20	(50)	62	(43)
Layout Tables	34	(50)	17	(57)	33	(56)
Microprojector	34	(51)	23	(45)	35	(54)
Slide Projector	34	(52)	23	(46)	47	(47)
Camera	32	(53)	24	(43)	75	(34)
Light Control	32	(54)	19	(52)	35	(55)
Shallow Drawers	30	(55)	18	(55)	39	(51)
Rack for Storage	28	(56)	18	(54)	35	(53)
Magnectic Board	26	(57)	5	(68)	6	(73)
Dry Mount	26	(58)	12	(59)	15	(67)
Tachistoscope	24	(59)	23	(47)	47	(48)
Locker	23	(60)	12	(60)	31	(57)
Cabinet for Slides	21	(61)	8	(66)	27	(60)

TABLE: 22 (Continued)

Comparative Table(s) of Instructional Materials
in School Libraries

Types of Equipment	Number and Types of Schools Returning Questionnaire					
	197 Elementary Schools		77 Junior High Schools		150 Senior High Schools	
	Types of Holdings Checked by Each School		Types of Holdings Checked by Each School		Types of Holdings Checked by Each School	
	Number of Schools	Rank Order	Number of Schools	Rank Order	Number of Schools	Rank Order
Portable Storage Cabinets	18	(62)	10	(62)	19	(62)
Drawer for Transparencies	16	(63)	8	(65)	8	(70)
Electric Eraser	16	(64)	12	(61)	44	(49)
Laminating Equipment	15	(65)	9	(63)	17	(65)
Map Cases	14	(66)	9	(64)	27	(59)
Electric Board	11	(67)	2	(72)	7	(72)
Listening Posts	11	(68)	16	(58)	59	(44)
Teaching Machines	9	(69)	5	(69)	16	(66)
8mm Sound Projector	8	(70)	3	(71)	13	(68)
Language Laboratory	5	(71)	21	(49)	72	(39)
Readers for Microcards and Microfilms	1	(72)	1	(73)	11	(69)
Blue Print Case	0	(73)	6	(67)	17	(64)

elementary, junior high, and high school libraries. Shelves for picture books, flannel boards, and magnetic boards are not found in most junior high and high school libraries, while sinks with running water, overhead projectors, cameras, listening posts, copying machines, language laboratories, blue print cases, and microfilm readers are less frequently found in elementary school libraries.

Since a number of the checklists were not completely filled out, totals for some items do not show the true holdings in some school libraries. This is true for tables, chairs, card catalogs, shelving, and circulation desks. Yet over half of all the school libraries at each level have at least twenty-eight of the items on the list. These include equipment such as 16mm sound projectors, tape recorders, record players (3 speed), duplicating machines, opaque projectors, screens, projector stands, filmstrip projectors, cabinets for filmstrips, telephones, and television sets. The totals for these items would also be greater if all schools had completely filled out the schedule.

No doubt the fact that fewer high schools had necessary electric outlets than was true in the junior high and elementary schools was because, percentage wise, fewer high schools visited were in new buildings. Older buildings did not always have wiring that was capable of handling some of the electronic equipment used in some schools, and outlets were not always conveniently placed for use of projectors, record players, and teaching machines in the school library. Many schools are having necessary changes made in classrooms, study areas, and in the library, or are studying the problems involved. New schools have not always made plans to provide for these newer resources either, but some state departments of instruction now have provisions for approving school plans before buildings are started, and such recommendations are included.

It was surprising that so many school libraries lacked outside and intercom telephones, when so many of the services a library can perform today can be supplemented by calls to local libraries, bookstores, and local resource persons in the community, to cite just a few examples. Some of the equipment noted in Table 22 was being taken care of with planned capital outlays to provide for these items and by designing and building special storage cabinets in the school shops. This was done in many schools and some imaginatively designed construction work was found. Book trucks with special cabinets, work areas, pull out shelves, and cabinets on wheels were a few of the items observed.

Even though some of the checklists were not completed, a very consistent pattern emerges and tallies with visits made to the schools. The tables clearly show that school libraries are in varying stages of acquiring multimedia resources and equipment and that some of the schools have a great deal of learning resources for both pupils and teachers. All of the schools have some of the nonbook resources and are developing their library programs to encompass the instructional materials concept of service. Judging from some of the letters that were sent with the returned checklist, the schedules were found to be helpful in planning for future budget requests and in assessing the quality of present holdings. The checklists were serving as guidelines for future purchases and requests. Some of the schools had other items in their libraries that were not on the checklists, but there was not time to add these to the tabulations. No listing could ever be complete since new products appear on the market each month. But efforts were being made in new or old, large or small school libraries to provide functional space and facilities and equipment to house and service the available resources.

CHAPTER V

ADMINISTRATIVE PRACTICES AND SERVICES IN SCHOOL LIBRARIES

Bibliographic Gudies Available

Along with the development of many types of libraries in the United States to service children, young adults, and adults has grown the need for many bibliographic tools, indexes, guides, catalogs, and manuals to assit in the selection of multi-media materials now found in these libraries. Some of the selection aids have been available to libraries for many years and have been developed by the library profession in cooperation with the H. W. Wilson Company and the R. R. Bowker Company as well as with the professional educational organizations such as the National Council of Teachers of English and the American Library Association. Guides to nonbook materials have been more difficult to keep up-to-date and to find reliable evaluative information concerning them. Nevertheless there have been basic guides that have assisted librarians and teachers in locating teaching materials to meet the curriculum needs and individual needs of students. Newer guides are now in process of publication while some of the older indexes are no longer available for locating current materials.

In attempting to evaluate the holdings of libraries that participated in the status study it was decided to include in the Checklist[1] a short and representative listing of nineteen bibliographic tools that are commonly found in school libraries and that represent indexes to the various types of resources such as books, free tapes, curriculum materials, filmstrips, paperbound books, textbook, newer educational media, and current books and reference sets. Information was sought as to whether these guides and indexes were located in the school library, in some other area of the school, or were available from the district instructional materials center, and whether the

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[1] See Appendix A, pp. 22-23.

selection guides were checked regularly by the library staff, by teachers, and/or by the audio-visual specialist. IBM tabulations made it possible to compile charts for the library holdings of 162 elementary, 14 elementary-junior high, 75 junior high, 26 junior-senior high, 18 grades 1-12 school libraries, and 23 district instructional materials centers. In each of the charts in Tables 23 to 29 the bibliographic tools are arranged in rank order as to the number of titles held in each of these types of school libraries.

In compiling the list of bibliographic sources for selecting the various types of materials many sources were used but only a selected list was chosen. No effort was made to make a separate list for each type of library. The list is a composite one. The nineteen titles are found on pages 22-23 of the Checklist.[1]

Most of the 162 elementary school libraries or 94% of them use the Children's Catalog and its annual supplement as a basic selection tool for library books. Table 23 shows that only 9% of the teachers, and 2% of the audio-visual specialists check this selection guide regularly but that 76% of the school librarians do check it. This might give a clue as to why some librarians indicate that teachers do not make as extensive use of the books in the library as they could. In schools where the greatest use was made of the school library, indications were given that teachers did assist in book selection. Another well known publication, the Basic Book Collection for Elementary Grades, which is revised at intervals, was found in 75% of the elementary school libraries and in 21% of the district centers. Six percent of the librarians indicated that they checked this guide regularly even though it appears infrequently. On the other hand, 61% of these libraries had the Educator's Guide to Free Tapes, Scripts, and Transcriptions as did 25% of the district centers and this guide was checked regularly by 47% of the librarians

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[1] See Appendix A.

TABLE: 23

Bibliographic Tools Used in the Selection of Instructional Materials in 162 Elementary School Libraries

	Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
								Library		Teaching		Audio-Visual	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Children's catalog	152	94	---	---	11	7	123	76	14	9	4	2
2.	Basic book collection for elementary grades	121	75	5	3	34	21	9	6	---	---	---	---
3.	Educator's guide to free tapes, scripts, and transcriptions	99	61	2	1	41	25	76	47	26	16	2	1
4.	Educator's guide to free curriculum materials	69	43	9	6	52	32	50	31	34	21	8	5
5.	Filmstrip guide	54	33	9	6	63	39	46	28	24	15	21	13
6.	Standard catalog for high school libraries	53	33	3	2	51	32	50	31	7	4	2	1
7.	Educator's guide to free films	42	26	1	.6	30	19	43	27	3	2	1	.6
8.	Bulletin of the center for children's books	34	21	7	4	56	35	34	21	19	12	11	7
9.	Educator's guide to free filmstrips	32	20	8	5	55	34	29	18	16	10	11	7
10.	Strang: Gateways to readable books	31	19	4	2	46	28	28	17	1	.6	1	.6
11.	Basic book collection for junior high grades	26	16	17	11	48	30	30	19	18	11	3	2
12.	Paperbound books in print	21	13	1	.6	42	26	23	14	3	2	1	.6
13.	Heaton: Reading ladders for human relations	18	11	5	3	25	15	15	9	1	.6	---	---
14.	Special bibliographies	17	11	1	.6	49	30	17	11	5	3	4	2
15.	Textbooks in print	17	10	2	1	35	22	21	13	2	1	---	---
16.	Rufsvold: Guides to newer educational media; films, filmstrips, phonorecords, radio, slides, television	8	5	1	.6	50	31	13	8	3	2	3	2

TABLE: 23 (Continued)

Bibliographic Tools Used in the Selection of Instructional Materials in 162 Elementary School Libraries

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
17. Educational film guide	6	4	---	---	5	3	5	3	3	2	---	---
18. Booklist and subscription books bulletin	3	2	5	3	35	22	14	9	1	.6	---	---
19. Basic book collection for high schools	2	1	5	3	34	21	9	6	--	--	---	---

No. and % - number and per cent out of 162 Elementary School Libraries

and by 16% of the teachers. The Educator's Guide to Free Curriculum Materials, and the Filmstrip Guide were found in 43% and 33% of the libraries and were checked by 31% and 28% of the librarians, and by 21% and 15% of the teachers. It would seem that nonbook selection aids were checked more carefully by teachers than were book selection guides. This is no doubt due to the fact that some of these resources are rented for classroom use only and are ordered through the central school office or the district center. Some audio-visual specialists regularly check the Filmstrip Guide, the Educator's Guide to Free Filmstrips, and the Bulletin of the Center for Children's Books more frequently than any of the other selection aids, but the percentage that check any of these selection aids at the elementary level is very small.

Many of the highly specialized lists are found more frequently at the district instructional materials centers, and especially those for the junior and senior high school levels where a more complete list of selection aids are also available for the use of staff members. This is particularly true of Textbooks in Print, special bibliographies, Paperbound Books in Print, the Booklist, and Rufsvold's Guide to Newer Educational Media. It is interesting to note at the elementary level that the guides to free materials are most extensively used for films, filmstrips, and tapes, and that all of the titles are found in at least two elementary school libraries.

Although no information was asked as to whether the majority of the resources found in the school libraries were selected from basic selection guides, yet the fact that at least six of the selection aids were found in over a third of the libraries, that all but two were available from 15% to 39% of the district centers and that all but six were checked regularly by 11% to 76% of the school librarians, would indicate that elementary school librarians do use basic selection aids in locating materials for purchase. Lack of teacher use of these aids often results from their lack of knowledge of such aids in teacher preparation programs at the college level and because librarians make little effort to route these publications to teachers or to enlist their help in the selection process.

The schools that include the first eight or nine grades in one school have a different ranking of the selection guides. Table 24 shows that 79% and 71% of these school libraries have the Basic Book Collection for Elementary Grades, and a Basic Book Collection for Junior High Grades, while 50% have the Educator's Guide to Free Curriculum Materials and the Educational Film Guide. From 43% to 71% of the librarians, and from 14% to 21% of the teachers and the audio-visual specialists check these guides regularly. The Booklist, the Filmstrip Guide, and the Children's Catalog are also regularly checked by teachers and librarians. Seven of the specialized guides are more apt to be found at the district center than in the school library but are regularly checked by one or two librarians. Fewer of the guides to free non-book materials are checked by these schools, while three of the aids are not checked as being found in any of these libraries but all of them are found at at least one or more district centers.

Table 25 shows that more of the selection guides are to be found in the 75 junior high school libraries than was true in the other two types of school libraries. All of the selection aids are found in at least 17% of the school libraries and fourteen are found in from 35% to 89% of the libraries. The three basic book selection tools are not only found in over 82% of the libraries but are regularly checked by 74% to 81% of the school librarians and by 9% to 22% of the teachers. These selection aids are the Basic Book Collection for Junior High Schools, the Standard Catalog for High School Libraries, and the Children's Catalog. The guides to free films, filmstrips, and to free curriculum materials are checked more regularly by teachers than are some of the other selection aids but all of the selection guides are

TABLE: 24

Bibliographic Tools Used in the Selection of Instructional Materials in 14 Elementary-Junior High School Libraries

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Basic book collection for elementary grades	11	79	--	--	5	36	10	71	2	14	1	7
2. Basic book collection for junior high grades	10	71	--	--	4	29	8	57	2	14	--	--
3. Educator's guide to free curriculum materials	7	50	--	--	3	21	4	29	2	14	2	14
4. Educational film guide	7	50	--	--	3	21	6	43	3	21	2	14
5. Special bibliographies	6	43	--	--	1	7	5	36	--	--	--	--
6. Standard catalog for high school libraries	6	43	--	--	4	29	6	43	--	--	--	--
7. Strang: Gateways to readable books	6	43	--	--	4	29	5	36	1	7	--	--
8. Booklist and subscription books bulletin	5	36	1	7	3	21	5	36	2	14	--	--
9. Bulletin of the center for children's books	4	29	--	--	2	14	4	29	1	7	--	--
10. Filmstrip guide	4	29	--	--	4	29	3	21	2	14	2	14
11. Paperbound books in print	4	29	1	7	2	14	1	7	--	--	--	--
12. Basic book collection for high schools	3	21	--	--	4	29	3	21	--	--	--	--
13. Educator's guide to free films	3	21	1	7	5	36	2	14	--	--	--	--
14. Heaton: Reading ladders for human relations	2	14	--	--	2	14	1	7	1	7	--	--
15. Educator's guide to free tapes, scripts, and transcriptions	1	7	1	7	3	21	1	7	--	--	--	--

TABLE: 24 (Continued)

Bibliographic Tools Used in the Selection of Instructional Materials in 14 Elementary-Junior High School Libraries

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
16. Textbooks in print	1	7	--	--	3	21	--	--	--	--	--	--
17. Educator's guide to free filmstrips	--	--	1	7	5	36	2	14	--	--	1	7
18. Rufsvold: Guides to new educational media; films, filmstrips, phonorecords, radio, slides, television	--	--	1	7	3	21	1	7	--	--	1	7
19. Children's catalog	--	--	--	--	2	14	11	79	3	21	1	7

No. and % - number and per cent out of 14 Elementary-Junior High School Libraries

TABLE: 25

Bibliographic Tools Used in the Selection of Instructional Materials in 75 Junior High School Libraries

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Basic book collection for junior high schools	66	89	--	--	6	1	60	81	16	22	1	1
2. Standard catalog for high school libraries	63	85	1	1	7	9	56	76	8	11	1	1
3. Children's catalog	61	82	2	3	11	15	55	74	7	9	2	3
4. Strang: Gateways to readable books	58	78	--	--	8	11	45	61	12	16	--	--
5. Special bibliographies	51	70	1	1	11	15	48	65	18	24	--	--
6. Booklist and subscription books bulletin	51	68	2	3	12	16	46	61	3	4	1	1
7. Educator's guide to free curriculum materials	36	48	5	7	14	19	30	40	21	28	5	7
8. Filmstrip guide	35	47	4	5	18	24	28	38	15	20	14	19
9. Basic book collection for high schools	34	46	--	--	11	15	30	41	5	7	1	1
10. Paperbound books in print	32	43	2	3	14	19	20	27	8	11	--	--
11. Educational films guide	30	41	2	3	20	27	30	41	16	22	12	16
12. Heaton: Reading ladders for human relations	28	38	--	--	9	12	25	34	7	9	--	--
13. Textbooks in print	27	36	9	12	17	23	17	23	16	21	--	--
14. Educator's guide to free films	26	35	3	4	22	29	21	28	22	29	11	15
15. Educator's guide to free filmstrips	23	31	4	5	24	32	19	25	19	25	11	15

TABLE: 25 (Continued)

Bibliographic Tools Used in the Selection of Instructional Materials in75 Junior High School Libraries

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
16. Basic book collection for elementary grades	22	30	1	1	14	19	19	26	2	3	1	1
17. Bulletin of the center for children's books	20	27	--	--	7	9	19	26	3	4	--	--
18. Educator's guide to free tapes, scripts, and transcriptions	13	17	3	4	23	31	11	15	12	16	5	7
19. Rufsvold: Guides to newer educational media; films, filmstrips, phonorecords, radio, slides, television.	13	17	2	3	16	21	7	9	5	7	1	1

No. and % - number and per cent out of 75 Junior High School Libraries

checked regularly by at least 3% of the teachers. More teacher involvement in the selection process is evident among these schools.

Since more of the selection guides are found in these junior high school libraries fewer of them were checked as being available from the district instructional materials centers, but all of them were to be found in at least six of the centers. There is also more involvement of the audio-visual specialists in the checking of most of the selection guides regardless of whether they are book or nonbook indexes.

An analysis of the titles in rank order indicates that the guides that one might expect to find in the junior high school libraries are those so listed.[redacted] There is more emphasis on the book selection guides than on the audio-visual aids but [redacted] all of the media are represented in the guides [redacted] with less emphasis on free material and [redacted] on books for children, and more on those for the older boys and girls.

Surprisingly the listing of the same titles varies greatly in Table 26. On this chart for the 26 junior-senior high school libraries, one finds that special bibliographies head[redacted] the list with 96% of them located in the school library and checked regularly by 73% of the librarians and by 19% of the teachers. Eleven of the titles are found in 50% to 96% of the libraries. Included among them are the Basic Book Collection for Junior High Schools, the Booklist, Strang: Gateways to Readable Books, Heaton: Reading Ladders for Human Relations, Paperbound Books in Print, and the guides to free curriculum materials, films, filmstrips, and Textbooks in Print. Probably due to oversight in checking, none of the 26 libraries checked as owning the Standard Catalog for High School Library, and the Basic Book Collection for High Schools yet 81% of the librarians and 23% of the teachers indicated that they checked the former regularly and 81% of the librarians and 15% of the teachers indicated that they checked the latter regularly.

TABLE: 26

Bibliographic Tools Used in the Selection of Instructional Materials in 26 Junior-Senior High School Libraries

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Special bibliographies	25	96	1	4	4	15	19	73	5	19	--	--
2. Basic book collection for junior high schools	22	85	--	--	4	15	18	69	4	15	1	4
3. Booklist and subscription books bulletin	21	81	--	--	2	8	18	69	1	4	--	--
4. Strang: Gateways to readable books	21	81	--	--	2	8	14	54	4	15	--	--
5. Heaton: Reading ladders for human relations	18	69	--	--	2	8	11	42	5	19	--	--
6. Paperbound books in print	17	65	1	4	2	8	11	42	5	19	--	--
7. Educator's guide to free curriculum materials	15	68	1	4	5	19	11	42	8	30	2	8
8. Educator's guide to free films	15	58	--	--	6	23	8	31	10	38	1	4
9. Textbooks in print	14	54	6	23	3	12	9	35	7	27	--	--
10. Educational film guide	13	50	--	--	6	23	9	35	5	19	3	12
11. Educator's guide to free filmstrips	13	50	--	--	5	19	8	31	8	31	1	4
12. Filmstrip guide	12	46	2	8	5	19	8	31	7	27	4	15
13. Children's catalog	9	35	--	--	4	15	9	35	2	8	--	--
14. Bulletin of the center for children's books	8	31	1	4	3	12	9	35	1	4	--	--
15. Educator's guide to free tapes, scripts, and transcriptions	8	31	--	--	5	19	5	19	4	15	1	4

TABLE: 26 (Continued)

Bibliographic Tools Used in the Selection of Instructional Materials in 26 Junior-Senior High School Libraries

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
16. Basic book collection for elementary grades	7	27	1	4	3	12	6	23	1	23	--	--
17. Rufsvold: Guides to newer educational media; films, filmstrips, phonorecords, radio, slides, television	7	27	--	--	3	12	2	8	--	--	1	4
18. Standard catalog for high school library	--	--	--	--	1	4	21	81	6	23	--	--
19. Basic book collection for high schools	--	--	--	--	2	8	21	81	4	15	1	4

No. and % - number and per cent out of 26 Junior-Senior High School Libraries

In the 26 junior-senior high school libraries, teacher involvement in the checking of the guides for all types of materials is seen with special emphasis on audio-visual materials. The audio-visual specialists at this grade level tend to check the special nonbook sources rather than book selection guides. A smaller percentage of the titles are to be found in the district centers and it is possible that there are fewer centers to service these schools. The schools are not identified in these tabulations so no check could be made of this point. It is evident, however, that many selection tools are available and are used by librarians and teachers in the selection of the resources needed.

High school libraries have been well established for many more years than have the other types of school libraries. It is not surprising, then, that more of the selection aids are found in these libraries. Over fifty percent of the 103 senior high school libraries take at least ten of the nineteen bibliographic guides including references to books, paperbound books, films, and filmstrips. More teachers and audio-visual specialists regularly check these bibliographic sources than at any of the other levels. Although the Standard Catalog for High School Libraries is found in 95% of the high school libraries it is regularly checked by only 19% of the school librarians while 75% check the Basic Book Collection for High Schools, and 71% check the Booklist. From 20% to 27% of the teachers regularly check at least nine of the bibliographic sources. These include special bibliographies, Paperbound Books in Print, film and filmstrip guides to rented and free materials, and guides to textbooks, free tapes, and transcriptions. These same sources are checked by the audio-visual specialists but all of the selection aids are regularly checked by one or more of the audio-visual specialists. This is probably due to the fact that many of the audio-visual specialists in the high school libraries are librarians with special preparation in the audio-visual field. These figures are represented in Table 27.

TABLE: 27

Bibliographic Tools Used in the Selection of Instructional Materials in 103 Senior High School Libraries

	Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C		Checked Reguarly by Staff					
								Library		Teaching		Audio-Visual	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Standard catalog for high school libraries	97	95	--	--	10	10	19	19	2	3	1	.9
2.	Basic book collection for high schools	97	95	--	--	11	11	77	75	14	14	5	5
3.	Booklist and subscription books bulletin	85	88	1	1	12	12	69	71	13	13	6	6
4.	Strang: Gateways to readable books	83	81	--	--	10	10	51	50	16	16	3	3
5.	Special bibliographies	79	77	1	.9	13	13	61	60	28	27	6	6
6.	Paperbound books in print	69	71	1	1	12	12	50	52	26	27	2	2
7.	Heaton: Reading ladders for human relations	61	60	--	--	10	10	43	42	11	11	2	2
8.	Educational film guide	59	59	7	7	19	19	40	39	24	24	25	25
9.	Filmstrip guide	54	53	8	8	19	19	37	26	26	25	26	25
10.	Educator's guide to free films	49	51	10	10	14	14	27	28	25	26	18	19
11.	Educator's guide to free curriculum materials	47	48	6	6	15	15	31	32	25	26	10	11
12.	Educator's guide to free filmstrips	41	42	10	10	16	16	21	22	24	25	19	20
13.	Basic book collection for junior high schools	40	39	3	3	13	13	28	27	7	7	3	3
14.	Rufsvold: Guides to newer educational media; films, filmstrips, phonorecords, radio, slides, television	37	38	5	5	14	14	14	14	3	3	11	11

TABLE: 27 (Continued)

Bibliographic Tools Used in the Selection of Instructional Materials

103 Senior High School Libraries

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
15. Textbooks in print	33	34	7	7	15	15	19	20	20	21	1	1
16. Educator's guide to free tapes, scripts, and transcriptions	32	33	9	9	18	19	18	19	19	20	14	14
17. Children's catalog	20	20	5	5	19	19	19	19	2	2	1	.9
18. Basic book collection for elementary grades	12	12	2	2	16	16	6	6	2	2	--	--
19. Bulletin of the center for children's books	12	12	1	.9	13	13	11	11	2	2	1	.9

No. and % - number and per cent out of 103 Senior High School Libraries

Although all of the selection guides are to be found in at least 10% to 19% of the district materials centers serving the high school libraries this is a somewhat smaller percentage than was true at other grade levels. This is no doubt because so many of the high school libraries that participated in the study represent independent high school units. The separate high school districts are to be found in Arizona, California, and Illinois. On the other hand most of the elementary and junior high school libraries are serviced by local system centers as well.

Since a larger percentage of high school libraries are found in Type I, Type II, and Type III groupings representing a greater balance in multi-media resources for use in the teaching program, it is not surprising to find greater teacher-librarian-audio-visual specialist involvement in the selection process of these many media. Good use of materials results from cooperative selection by faculty and library staff. This pattern of cooperation has long been a characteristic of good high school library programs, and was found in operation in the many libraries visited. Recommendations for materials came from departmental selections and from individual requests of teachers but all of them cleared through the library to avoid duplications and to insure balance of materials to meet all of the teaching needs of the school. These were also school libraries where the holdings of the school, regardless of where located, were noted in shelflist and catalog records.

Only eighteen schools in the study included grades 1-12. Some of these schools represented demonstration schools located on college campuses, some are located in rural areas, one is a school for the deaf, and others are in reorganized school districts where the high school librarian is developing a program of library service for all 12 grades. Table 28 indicates that in these schools the basic book selection guides for the three grade levels are found in 67% to 78% of these school libraries, while the Children's Catalog and the

TABLE: 28

Bibliographic Tools Used in the Selection of Instructional Materials in 18 Grades 1-12 School Libraries

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Basic book collection for elementary grades	14	78	1	6	1	6	12	67	4	22	2	11
2. Basic book collection for high schools	13	72	1	6	1	6	11	61	4	22	2	11
3. Basic book collection for junior high schools	12	67	1	6	1	6	9	50	3	17	2	11
4. Educational film guide	12	67	2	11	2	11	8	44	5	28	3	16
5. Special bibliographies	12	67	1	6	1	6	7	39	2	11	2	11
6. Booklist and suscription books bulletin	11	61	3	16	1	6	10	56	3	17	2	11
7. Educator's guide to free curriculum materials	10	56	4	22	1	6	7	39	7	39	2	11
8. Educator's guide to free films	8	44	5	28	1	6	6	33	7	39	2	11
9. Educator's guide to free filmstrips	8	44	3	17	1	6	5	28	6	33	1	6
10. Filmstrip guide	8	44	3	17	1	6	5	28	3	17	3	17
11. Strang: Gateways to readable books	8	44	1	6	--	--	5	28	1	6	1	6
12. Heaton: Reading ladders for human relations	6	33	2	11	1	6	4	22	2	11	--	--
13. Paperbound books in print	6	33	2	11	1	6	2	11	3	16	--	--
14. Bulletin of the center for children's books	4	22	2	11	--	--	3	17	1	6	--	--
15. Rufsvold: Guides to newer educational media; films, filmstrips, phonorecords, radio, slides, television	4	22	1	6	1	6	4	22	--	--	1	6

TABLE: 28 (Continued)

Bibliographic Tools Used in the Selection of Instructional Materials in 18 Grades 1-12 School Libraries

Bibliographic Tools Arranged in Ran Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
16. Textbooks in print	3	17	5	28	1	6	3	17	3	17	1	6
17. Educator's guide to free tapes, scripts, and transcriptions	2	11	2	11	1	6	--	--	2	11	--	--
18. Children's catalog	--	--	1	6	--	--	14	78	5	28	2	11
19. Standard catalog for high school libraries	--	--	1	6	--	--	14	78	5	28	2	11

No. and % - number and per cent out of 18 Grades 1-12 School Libraries

Standard Catalog for High School Libraries which are more comprehensive were not checked as being found in the school library but were checked regularly by 78% of the school librarians, 28% of the teachers, and 11% of the audio-visual specialists. Since these two selection guides were not checked as being found in the district materials center either, it would appear that there was oversight again in checking especially since all the other guides were to be found in at least 11% of the libraries. With the exception of highly specialized guides, all of the indexes are regularly checked by 6% to 11% of the audio-visual specialists, and by 11% to 39% of the teachers. These include book, film, filmstrip, textbook, paperbound, and free curriculum material guides. Only one district materials center was checked as supplying additional selection guides for these schools. This school was located in a county system that did have a center to service all schools in the district. All of the other schools were in independent schools and are represented in each of Type I to Type V groupings of school libraries in this study.

Checklists were left with the supervisors at the eighty-one district instructional materials centers that were visited. Twenty-three of them were checked and returned for holdings at these centers to serve as a basis of comparison with the reports from the schools visited. Table 29 shows the selection aids available in the school libraries served by these centers and the guides available at the district center. The data show that for the basic book selection guides more of them are available in the school library than in the district center. All of the selection guides are found in from 23% to 55% of the school libraries and in 27% to 43% of the district centers as well, but more of the nonbook guides are to be found at the district center. The eighty-one district centers that were visited were located primarily in Florida, Illinois, California, Minnesota, Washington, Arizona, Virginia, Maryland, and Tennessee to mention nine out of twenty-four states. Many who

TABLE: 29

Bibliographic Tools Used in the Selection of Instructional Materials in 23 District Instructional Materials Centers

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C.		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Children's catalog	12	55	1	5	8	36	12	55	4	18	2	9
2. Basic book collection for elementary grades	12	55	--	--	8	36	11	50	3	14	2	9
3. Standard catalog for high school libraries	11	50	--	--	8	36	11	50	3	14	2	9
4. Basic book collection for junior high school	11	50	1	5	8	36	10	45	3	14	2	9
5. Basic book collection for high schools	10	45	--	--	7	32	9	41	2	9	2	9
6. Booklist and subscription books bulletin	10	43	--	--	8	35	13	57	2	9	2	9
7. Filmstrip guide	8	36	2	9	9	41	9	41	8	36	12	55
8. Special bibliographies	8	36	--	--	7	32	9	41	4	18	3	14
9. Educator's guide to free curriculum materials	8	35	1	4	10	43	9	39	5	22	6	26
10. Paperbound books in print	8	35	1	4	8	35	8	35	1	4	--	--
11. Strang: Gateways to readable books	7	32	--	--	8	36	9	41	2	9	--	--
12. Heaton: Reading ladders for human relations	7	32	--	--	6	27	9	41	2	9	1	5
13. Rufsvold: Guides to newer educational media; films, filmstrips, phonorecords, radio slides, television	7	30	2	9	8	35	6	26	4	17	8	35
14. Educator's guide to free films	7	30	1	4	10	43	6	26	4	17	8	35

TABLE: 29 (Continued)

Bibliographic Tools Used in the Selection of Instructional Materials in 23 District Instructional Materials Centers

Bibliographic Tools Arranged in Rank Order	Located in School Library		Located in Some Other Area in School		Available from District I.M.C		Checked Regularly by Staff					
							Library		Teaching		Audio-Visual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
15. Educational film guide	6	27	3	14	9	41	9	41	8	36	10	45
16. Textbooks in print	6	26	2	9	9	39	9	39	4	17	1	4
17. Educator's guide to free filmstrips	6	26	1	4	10	43	7	30	4	17	8	35
18. Educator's guide to free tapes, scripts, and transcriptions	5	22	1	4	9	39	6	26	4	17	8	35
19. Bulletin of the center for children's books	5	23	--	--	6	27	7	32	1	5	1	5

No. and % - number and per cent out of 23 District Instructional Materials Centers returned the checklist were servicing new schools, elementary schools, and libraries that were in beginning stages of developing an instructional materials program. This sampling confirms the findings of the previous tables. The majority of the school libraries have the basic selection guides in their own libraries. These include selection aids for nonbook materials as well as for book materials and for materials on special subjects. In schools with well developed library programs and with multimedia resources available, the selection guides are regularly checked by librarians, by teachers, by the audio-visual specialists in their schools. In schools with fewer resources available, they do use the resources of the district instructional materials center and make use of selection aids not available in the school library. But in general the district center duplicates the selection aids found in a school library. Central purchasing and central processing may be handled by the district center but the selection of materials is the responsibility of each school faculty and is coordinated by the school librarian in the school. Orders are then approved by the school library supervisor if there is one for the school system. In the independent schools the orders for instructional materials are channeled from the school librarian to the school administrator. In large city systems selection committees composed of teachers, librarians, and supervisors make recommendations for the system by reading, reviewing, previewing, and prelistening to instructional materials being considered for system-wide purchasing. At such centers prepublication copies of books and nonbook materials are sent from publishers and producers for examination purposes. Such services, unfortunately, are not available everywhere.

Administration of Textbooks and Supplementary Classroom Collections

Classroom collections that supplement a teaching program and that are school owned and/or teacher owned are found in most classrooms at all grade levels. The number, type, and quality of books and related materials that are housed permanently in classrooms varies greatly from school to school. Where central libraries are newly developing in older, well-established elementary schools, the process of bringing together classroom collections creates many problems. Some of the materials need to be discarded, some returned to the classroom for permanent loans, and some added to the central library collection. Teacher owned materials are not a part of school property. In schools that are developing a materials centered library for general use, the librarian assumes responsibility for developing records for all school owned instructional materials regardless of where these materials are located.

Referral cards in the card catalog to the type of books and nonbook materials to be found in a classroom, laboratory, or shop make for simple record keeping and such "See" reference cards are found in the card catalogs of many school libraries. Simple shelf list records to the number of copies are also kept so that complete records for school owned materials are available. Detailed cataloging is seldom done for supplementary texts, rental books, multiple copies of paperback books, dictionaries, readers, or music recordings that are classroom housed.

In order to ascertain if there were generally accepted practices for the administration of textbook and supplementary collections for classroom use by the library, information was sought on page 21 of the Checklist[1] pertaining to this problem. The types of classroom materials listed included free basic textbooks, rental books, supplementary texts, paperbacks, dictionaries, encyclopedias, reference books, and audio-visual materials. Four types of information were sought. First, were these multiple copies for classroom

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[1] **See Appendix A.**

use administered by the librarian or were they administered separately by the clerical staff? Second, were multiple copies of books housed in the library and/or in other locations in the school? Third, were these multiple copies cataloged, processed, and repaired by the library staff? Lastly, was the money for these multiple copies budgeted as a part of the library budget, as part of the departmental budget, or as part of the textbook budget? Information sought regarding the selection process of these materials did not yield satisfactory results.

In the 164 elementary schools that returned the Checklist it was found in Table 30 that the encyclopedia sets, multiple copies of reference books, audio-visual materials, dictionaries, and supplementary texts were more apt to be administered by the librarian (23% up to 64%) than by the clerical staff; while free basic texts, and rental texts were administered by clerical staff (9% to 33%). Only a very small percentage or 7% of these schools had paperbacks and they were more frequently found in the library. Only recently are good paperbacks becoming available for elementary schools.

Basic and supplementary texts, some encyclopedia sets and dictionaries were to be found in classrooms, but the majority of schools housed reference books, audio-visual materials, paperbacks, as well as encyclopedia sets and dictionaries in the library. Only 30% of the elementary school libraries had any responsibility for the care and binding of supplementary classroom collections, and this responsibility was limited to encyclopedias and reference books. Twenty-seven percent of the libraries were responsible for the care of audio-visual materials. Only 31% to 36% of the school libraries cataloged or processed any of these materials and these included encyclopedias, reference books, and audio-visual materials. These same three types of materials were budgeted out of the textbook budget, and some dictionaries and encyclopedias were budgeted as part of departmental budgets.

TABLE 30

Administrative Practices in 164 Elementary Schools of Textbook and Supplementary Collections for Classroom Use

Administrative Practices Arranged in Rank Order	Encyclopedia Sets		Reference Books		Audio-Visual Materials		Dictionaries		Supplementary Texts		Paperbacks		Free Basic Text Books		Rental Books	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Administered by Librarian	105	64	79	48	71	43	54	33	37	23	12	7	16	10	2	1
2. Housed in Instructional Material Center	74	45	62	38	56	34	37	23	30	18	10	6	13	8	1	.6
3. Cataloged and processed by Instructional MaterialCenter	57	36	56	35	49	31	26	16	13	8	5	3	5	3	--	--
4. Budgeted as part of Instructional Materials Center	57	35	56	34	43	26	21	13	5	3	3	2	2	1	--	--
5. Care and binding by Instructional Materials Center	47	30	47	30	35	22	22	14	10	6	4	3	3	2	--	--
6. Budgeted as departmental-- encyclopedias, etc.	25	15	7	4	7	4	14	9	2	1	1	.6	4	2	--	--
7. Housed in other location	25	15	7	4	18	11	26	16	40	24	2	1	60	37	6	4
8. Budgeted as part of textbook budget	5	3	5	3	4	2	36	22	61	37	3	2	65	40	13	8
9. Administered separately by clerical staff	5	3	2	1	5	3	23	14	31	19	3	2	54	33	15	9

No. and % - Number and per cent out of 164 Elementary School Libraries

In Table 31 representing the 14 combined elementary and junior high schools, all supplementary collections for classroom, except supplementary and basic texts, were under the administration of the librarian. Table 32 indicates that in the 75 junior high schools represented, clerical staff were responsible for basic texts, supplementary texts, and rental books, while the encyclopedias, reference books, dictionaries, and audio-visual materials were under the administration of most librarians. Tables 34 and 35 indicate the same pattern for the 79 senior high schools, and for the 18 schools including grades 1-12, while basic texts are administered by the clerical staff in the 26 combined junior and senior high schools as shown in Table 33.

Tables 30-35 indicate, therefore, that regardless of type or level of school, the majority have some supplementary collections of multiple copies for classroom use but that rental books, free basic textbooks, and supplementary texts are generally under the administration of clerical staff, while encyclopedias, reference books, dictionaries, paperbacks, and audio-visual materials are administered by the librarian even though housed in classrooms as well as in the library. The same tables indicate, that, except for dictionaries, textbook type of materials are neither administered nor housed in the school library but are kept in classrooms, nor are these materials budgeted, cataloged, processed, or kept in repair by the library staff. Dictionaries seem to fall into the same category as textbooks in relation to budgeting and housing probably because multiple copies of small abridged dictionaries are usually found in classrooms for student use.

So far as district instructional materials centers are concerned, Table 36 shows that textbooks and supplementary collections for classroom use are not considered the responsibility of 75% of the centers. In the few centers where they are, only 8% to 20% of the librarians administer these resources while 4% to 8% are administered by the clerical staff. Supplementary and basic texts are more apt then to be budgeted as part of the textbook budget.

TABLE: 31

Administrative Practices in 14 Elementary-Junior High Schools of Textbook and Supplementary Collections for Classroom Use

Administrative Practices Arranged in Rank Order	Encyclopedia Sets		Reference Books		Audio-Visual Materials		Dictionaries		Paperbacks		Supple-mentary Texts		Free Basic Text Books		Rental Books	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Administered by Librarian	8	57	7	50	7	50	6	43	2	14	1	7	2	14	--	--
2. Cataloged and processed by Instructional Material Center	4	29	4	29	4	29	4	29	1	7	1	7	1	7	--	--
3. Care and binding by Instructional Material Center	4	29	4	29	4	29	3	21	--	--	1	7	1	7		
4. Housed in Instructional Material Center	3	21	3	21	4	29	3	21	1	7	1	7	1	7	--	--
5. Budgeted as part of Instructional Material Center	3	21	3	21	3	21	2	14	1	7	1	7	1	7	--	--
6. Housed in other location	1	7	--	--	1	7	2	14	--	--	2	14	3	21	--	--
7. Budgeted as part of textbook budget	--	--	--	--	--	--	4	29	--	--	3	21	5	36	--	--
8. Administered separately by clerical staff	--	--	--	--	--	--	2	14	--	--	2	14	1	7	--	--
9. Budgeted as departmental--encyclopedias, etc.	--	--	--	--	--	--	--	--	--	--	--	--	--	—	--	--

No. and % - number and per cent out of 14 Elementary-Junior High School Libraries

TABLE: 32

Administrative Practices in 75 Junior High Schools of Textbook and Supplementary Collections for Classroom Use

Administrative Practices Arranged in Rank Order	Encyclopedia Sets		Audio-Visual Materials		Reference Books		Dictionaries		Supple-mentary Texts		Paperbacks		Free Basic Text Books		Rental Books	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Administered by librarian	40	56	31	44	28	39	24	34	17	24	13	18	14	20	4	6
2. Housed in Instructional Material Center	27	38	29	41	26	37	12	17	9	13	5	7	7	10	2	3
3. Cataloged and processed by Instructional Material Center	24	32	22	29	24	32	13	17	10	13	11	15	8	11	--	--
4. Budgeted as part of Instructional Material Center	17	24	16	23	21	30	8	11	5	7	3	4	2	3	--	--
5. Care and binding by Instructional Material Center	17	23	16	21	19	25	8	11	7	9	6	8	7	9	1	3
6. Housed in other location	8	11	10	14	3	4	24	34	32	45	15	21	44	62	6	8
7. Budgeted as departmental--encyclopedias, etc.	8	11	8	11	5	7	10	14	10	14	7	10	8	11	2	3
8. Administered separately by clerical staff	3	4	4	6	2	3	17	24	18	25	3	4	22	31	5	7
9. Budgeted as part of textbook budget	3	4	3	4	2	3	25	35	21	44	8	11	40	56	4	6

No. and % - number and per cent out of 75 Junior High School Libraries

TABLE: 33

Administrative Practices in 26 Junior-Senior High Schools of Textbook and Supplementary Collections for Classroom Use

Administrative Practices Arranged in Rank Order	Encyclopedia Sets		Reference Books		Dictionaries		Audio-Visual Materials		Paperbacks		Supplementary Texts		Free Basic Text Books		Rental Books	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Administered by librarian	13	50	13	50	12	46	10	38	10	38	9	35	2	8	2	8
2. Cataloged and processed by Instructional Material Center	10	38	11	42	10	38	10	38	6	23	6	23	2	8	1	4
3. Housed in Instructional Material Center	10	38	9	35	11	42	9	35	8	31	8	31	3	12	1	4
4. Budgeted as part of Instructional Material Center	5	19	5	19	4	15	3	12	2	8	1	4	--	--	--	--
5. Care and binding by Instructional Material Center	5	19	6	23	5	19	4	15	4	15	5	19	2	8	1	4
6. Budgeted as part of textbook budget	3	12	1	4	4	15	1	4	1	4	6	23	11	42	2	8
7. Housed in other location	3	12	4	15	4	15	3	12	4	15	3	12	10	28	2	8
8. Budgeted as departmental,-encyclopedias, etc.	--	--	--	--	3	12	1	4	--	--	4	15	--	--	--	--
9. Administered separately by clerical staff	--	--	--	--	1	4	1	4	1	4	3	12	6	23	--	--

No. and % - number and per cent out of 26 Junior-Senior High School Libraries

TABLE: 34

Administrative Practices in 79 Senior High School of Textbook and Supplementary Collections for Classroom Use

Administrative Practices Arranged in Rank Order	Audio-Visual Materials		Encyclopedia Sets		Reference Books		Dictionaries		Paperbacks		Supple-mentary Texts		Free Basic Text Books		Rental Books	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Administered by librarian	37	47	34	43	33	42	26	33	22	28	13	16	9	11	4	5
2. Cataloged and processed by Instruction Material Center	24	30	26	33	24	30	22	28	13	16	10	13	6	8	5	6
3. Housed in Instructional Material Center	19	24	16	20	18	23	18	23	12	16	13	16	8	10	3	4
4. Housed in other location	18	23	10	13	12	15	24	30	24	30	26	33	31	39	11	14
5. Budgeted as part of Instructional Material Center	15	19	16	20	15	19	13	16	7	9	2	3	1	2	--	--
6. Budgeted as departmental, encyclopedias, etc.	10	13	6	8	8	10	11	14	12	15	11	14	4	5	1	1
7. Care and binding by Instructional Material Center	8	10	14	18	15	19	11	14	6	8	7	9	4	5	4	5
8. Administerd separtely by clerical staff	5	6	3	4	3	4	16	20	11	14	19	24	17	22	17	22
9. Budgeted as part of textbook budget	4	5	6	8	8	10	20	25	15	19	26	33	31	39	9	10

No. and % - number and per cent out of 79 Senior High School Librares

TABLE: 35

Administrative Practices in 18 Schools Grades 1-12 of Textbook and Supplementary Collections for Classroom Use

Administrative Practices Arranged in Rank Order	Audio-Visual Materials		Reference Books		Dictionaries		Encyclopedia Sets		Supplementary Texts		Paperbacks		Free Basic Text Books		Rental Books	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Administered by librarian	8	44	6	33	7	39	7	39	2	11	--	--	1	6	--	--
2. Budgeted as part of Instructional Material Center	6	33	6	33	6	33	7	39	1	6	--	--	--	--	--	--
3. Housed in Instructional Material Center	6	33	7	39	7	39	7	39	1	6	--	--	--	--	--	--
4. Cataloged and processed by Instructional Material Center	5	28	5	28	4	22	6	33	1	6	--	--	1	6	--	--
5. Care and binding by Instructional Material Center	4	22	5	28	4	22	6	33	1	6	—	--	2	11	1	6
6. Housed in other location	1	6	1	6	5	28	4	22	5	28	1	6	10	56	4	22
7. Budgeted as part of textbook budget	--	--	1	6	3	17	--	--	3	17	1	6	5	28	1	6
8. Administered separately by clerical staff	--	--	--	--	3	17	--	--	3	17	1	6	5	28	1	6
9. Budgeted as departmental-encyclopedias, etc.	--	--	--	--	1	6	--	--	2	11	--	--	1	6	--	--

No. and % - number and per cent out of 18 Schools Grades 1-12

TABLE: 36

Administrative Practices in 25 District Instructional Material Centers of Textbook and Supplementary Collections for Classroom Use

Administrative Practices Arranged in Rank Order	Audio-Visual Materials		Encyclopedia Sets		Supple-mentary Texts		Reference Books		Dictionaries		Paperbacks		Free Basic Text Books		Rental Books	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Housed in Instructional Material Center	7	28	1	4	4	16	1	4	--	--	1	4	--	--	--	--
2. Administered by Librarian	5	20	4	16	4	16	3	12	3	12	2	8	2	8	--	--
3. Cataloged and processed by Instructional Material Center	5	21	4	17	3	13	2	8	1	4	1	4	1	4	--	--
4. Budgeted as part of Instructional Material Center	4	16	3	12	3	12	2	8	1	4	2	8	1	4	--	--
5. Housed in other location	3	12	5	20	3	12	2	8	4	16	4	16	5	20	--	--
6. Administered separately by clerical staff	2	8	2	8	1	4	1	4	1	4	1	4	2	8	--	--
7. Care and binding by Instructional Material Center	2	8	2	8	2	8	1	4	--	--	--	--	--	--	--	--
8. Budgeted as departmental--encyclopedias, etc.	1	4	2	8	2	8	2	8	2	8	2	8	2	8	--	--
9. Budgeted as part of text-book budget	--	--	1	4	4	16	--	--	1	4	1	4	2	8	1	4

No. and % - number and per cent out of 25 Distrtic Instructional Materials Centers

Purchasing and Processing Services

For many years it has been recommended that school libraries use printed catalog cards whenever possible in the cataloging of library materials. It has also been urged that school systems and public libraries in a county or region develop cooperative or centralized procedures for purchasing, processing, and cataloging library holdings. Recent commercial ventures to purchase and process library resources have also been developed. Much has been written favoring these methods but little evidence has been available in professional literature as to what methods have been used in school libraries for the purchasing and processing of book and audio-visual materials. With the limited number of professional librarians available to develop functional programs of library service in our schools, it has seemed wise to recommend the purchasing of cataloging services for school librarians. This frees the school librarian for more direct service to students and teachers in the selection of materials, curriculum planning, reading guidance, as well as for the many teaching functions of a school library program. Too much time of the school librarian has been, and in many places still is, spent in duplicating work that has already been standardized and provided by H. W. Wilson and Library of Congress printed catalog cards or commercial services. Information to assist cataloging teachers in library schools and to clarify for school administrators, supervisors, and librarians some trends in purchasing, processing, and cataloging services provided by or for school librarians was sought in this study. Page 25 of the Checklist[1] was devised to find out if each school librarian was responsible for cataloging the materials for that library or if centralized purchasing, processing, cataloging, and card duplication was provided for a school system or for some of the schools in the system. The IBM tabulations show clearly certain patterns but do not identify schools within a system. Visits to schools and to system headquarters, however, did point up other trends not shown elsewhere.

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[1] See Appendix A.

In addition to seeking information regarding the purchasing of catalog cards or services, there was a section in the checklist pertaining to the classification systems used in elementary, junior, or senior high school libraries. These questions related to the use of the Abridged Dewey Decimal notations, local modification of the Dewey classification, the use of original classification using full Dewey notation, and the classification notations taken from the basic selection aids such as the ALA Booklist, the Publishers' Weekly, the Standard Catalog for High School Libraries, the Children's Catalog, or any other selection aid giving classification numbers.

Tables 37 to 42 relating to the cataloging services provided for by elementary, junior, or senior high school libraries shows clearly that from 46% to 79% of the school libraries use Wilson printed cards while 11% to 33% use L.C. or Library of Congress printed cards. The latter were primarily found at the senior high school level. This is as would be expected since more adult books are found at the secondary school level and L.C. printed cards are more apt to be available for these books. Most secondary school libraries used either or both types of printed cards. Only 2% to 3% of the elementary or high school libraries used Bro-Dart printed cards since this service was relatively new when the study was undertaken. With Federal monies now approved for payment for processed books and nonbook materials, more schools are now availing themselves of commercial processing and cataloging services.

Central purchasing, processing, and cataloging of library books at a district instructional materials center is available to approximately thirty to forty percent of the schools represented in the study as shown in Table 43. Central purchasing is being done in 29% to 41% of the schools while central cataloging and processing is less extensively found in these schools. From 7% to 31% of the schools have their books processed at a system level and 7% to 35% of these schools have the books cataloged. More junior high and elementary

TABLE: 37

Purchasing and Processing Services Provided by or for 162 Elementary School Libraries

Services Arranged in Rank Order	Elementary Schools				Junior High Schools				Senior High Schools				District Materials Center				Professional Collection			
	Printed Materials		Audio-Visual Materials		Printed Materials		Audio-Visual Materials		Printed Materials		Audio-Visual Materials		Printed Materials		Audio-Visual Materials		Printed Materials		Audio-Visual Materials	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Printed cards (Wilson)	116	72	7	4	5	3	1	.6	4	3	1	.6	9	6	1	.6	11	7	1	.6
2. Abridged Dewey	98	60	20	12	5	3	--	--	2	1	--	--	10	6	9	6	20	12	3	2
3. Centralized purchasing by D.I.M.C.*	61	38	45	28	4	2	1	.6	4	2	1	.6	17	10	22	14	24	15	16	10
4. Classification taken from selection aids: ALA, Booklist, PW, SC, CC, etc.	58	37	9	6	4	3	--	--	4	3	--	--	3	2	--	--	8	5	--	--
5. Centralized cataloging by D.I.M.C*	42	26	20	12	2	1	1	.6	2	1	1	.6	10	6	14	9	16	10	7	4
6. Centralized processing by D.I.M.C.*	35	22	25	15	2	1	1	.6	2	1	1	.6	10	6	15	9	16	10	9	6
7. Local modification of Dewey	31	20	5	3	--	--	--	--	--	--	--	--	--	--	--	--	2	1	--	--
8. Locally duplicated cards	30	19	18	11	4	2	--	--	1	.6	--	--	3	2	3	2	7	4	4	2
9. Printed cards (LC)	18	11	1	.6	3	2	1	.6	3	2	1	.6	13	8	6	4	11	7	3	2
10. Original classification using full Dewey	17	10	1	.6	--	--	--	--	3	2	--	--	1.	.6	--	--	4	2	--	--
11. Printed cards (BroDart)	4	2	--	--	1	.6	--	--	1	.6	--	--	1	.6	--	--	1	.6	--	--

*District Instructional Materials Center

No. - number of librarians answering question out of 162 Elementary School Libraries

% per cent answering question out of 162 Elementary School Librarians

TABLE: 38

Purchasing and Processing Services Provided by or for 14 Elementary-Junior High School Libraries

Services Arranged in Rank Order	Elementary Schools				Junior High Schools				Senior High Schools				District Materials Center				Professional Collection			
	Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Printed cards (Wilson)	8	57	--	--	--	--	--	--	--	--	--	--	2	14	2	14	--	--	--	--
2. Centralized purchasing by D.I.M.C.*	4	29	4	29	4	29	4	29	--	--	--	--	2	14	2	14	1	7	1	7
3. Classification taken from selection aids: ALA Booklist, PW, SC, CC, etc.	4	29	--	--	3	21	1	7	--	--	--	--	--	--	--	--	--	--	1	7
4. Abridged Dewey	4	27	--	--	3	20	1	7	--	--	--	--	--	--	--	--	1	7	--	--
5. Locally duplicated cards	2	13	1	.6	1	.6	1	.6	--	--	--	--	--	--	--	--	1	.6	--	--
6. Centralized processing by D.I.M.C.*	1	7	1	7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
7. Centralized cataloging by D.I.M.C.*	1	7	1	7	1	7	1	7	--	--	--	--	--	--	--	--	--	--	--	--
8. Original classification using full Dewey	1	7	--	--	2	13	--	--	--	--	--	--	1	7	1	7	--	--	--	--

No. - number of librarians answering question out of 14 Elementary-Junior High School Libraries
% per cent answering question out of 14 Elementary-Junior High School Librarians

* District Instructional Materials Center

TABLE: 39

Purchasing and Processing Services Provided by or for 75 Junior High School Libraries

	Services Arranged in Rank Order	Junior High Schools				Elementary Schools				Senior High Schools				District Materials Center				Professional Collection			
		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Printed card (Wilson)	59	79	5	7	3	4	2	3	1	1	--	--	2	3	2	3	16	21	1	1
2.	Abridged Dewey	48	64	8	11	--	--	--	--	--	--	--	--	--	--	--	--	9	12	5	4
3.	Classification taken from selection aids: ALA Booklist, PW, SC, CC, etc.	32	43	5	7	--	--	--	--	--	--	--	--	1	1	1	1	7	9	--	--
4.	Centralized purchasing by D.I.M.C.*	31	41	21	28	4	5	5	7	1	1	2	3	9	12	10	13	14	19	9	12
5.	Centralized processing by D.I.M.C*	25	33	8	11	4	5	3	4	1	1	--	--	5	7	5	7	8	11	3	4
6.	Centralized catalog by D.I.M.C*	23	31	10	13	3	4	3	4	1	1	--	--	5	7	6	8	6	8	2	3
7.	Locally duplicated cards	19	25	8	11	2	3	1	1	1	1	--	--	1	1	3	4	7	9	2	3
8.	Original classification using full Dewey	14	19	7	9	1	1	1	1	--	--	--	--	2	3	2	3	8	11	6	8
9.	Printed card (LC)	8	11	5	7	3	4	2	5	1	1	--	--	3	4	3	4	2	3	--	--
10.	Local modification of Dewey	6	8	1	1	1	1	--	--	1	1	--	--	--	--	--	--	1	1	--	--

* District Instructional Materials Center

No. - number of librarians answering question out of 75 Junior High School Libraries.

% per cent answering question out of 75 Junior High School Librarians

TABLE: 40

Purchasing and Processing Services Provided by or for 26 Junior-Senior High School Libraries

Services Arranged in Rank Order	Senior High Schools				Junior High Schools				Elementary Schools				District Materials Center				Professional Collection			
	Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Printed cards (Wilson)	18	29	3	12	12	46	1	4	1	4	--	--	2	8	1	4	8	31	2	8
2. Abridged Dewey	16	62	4	15	11	42	3	12	1	4	--	--	2	8	2	8	6	23	2	8
3. Classification taken from selection aids: AIA, Booklist, PW, SC, CC, etc.	12	46	2	8	10	38	1	4	--	--	--	--	--	--	--	--	4	15	1	4
4. Centralized purchasing by D.I.M.C.*	10	39	8	31	8	31	6	23	2	8	2	8	3	12	2	8	5	19	2	8
5. Locally duplicated cards	9	35	5	17	6	23	2	8	1	4	--	--	3	12	2	8	7	27	2	8
6. Centralized cataloging by D.I.M.C.*	9	35	4	15	7	27	2	8	2	8	1	4	2	8	1	4	6	23	3	12
7. Centralized processing by D.I.M.C.*	8	31	4	15	6	23	2	8	1	4	--	--	3	12	2	8	6	23	2	8
8. Printed cards (LC)	8	31	3	12	5	19	1	4	1	4	--	--	--	--	--	--	6	23	1	4
9. Original classification using full Dewey	7	27	2	8	6	23	1	4	--	--	--	--	--	--	--	--	1	4	1	4
10. Local modification of Dewey	3	12	2	8	2	8	1	4	--	--	--	--	1	4	--	--	1	4	1	4

*District Instructional Materials Center

No. - number of librarians answering question out of 26 Junior-Senior High School Libraries

% per cent answering question out of 26 Junior-Senior High School Librarians

TABLE: 41

Purchasing and Processing Services Provided by or for 103 Senior High School Libraries

	Services Arranged in Rank Order	Senior High Schools				Elementary Schools				Junior High Schools				District Materials Center				Professional Collection			
		Printed Materials		Audio-Visual Materials		Printed Materials		Audio-Visual Materials		Printed Materials		Audio-Visual Materials		Printed Materials		Audio-Visual Materials		Printed Materials		Audio-Visual Materials	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Printed cards (Wilson)	75	73	3	3	6	6	--	--	8	8	--	--	4	4	1	.9	14	14	2	2
2.	Classification taken from selection aids: ALA Booklist, PW, SC, CC, etc.	52	52	10	10	6	6	1	.9	4	4	1	.9	5	5	3	3	11	11	5	5
3.	Abridged Dewey	42	42	13	13	4	4	1	.9	5	5	1	.9	13	13	5	5	9	9	6	6
4.	Original classification using full Dewey	36	35	6	6	1	.9	1	.9	2	2	1	.9	2	2	1	.9	6	6	1	.9
5.	Centralized purchasing by D.I.M.C.*	34	33	27	26	7	7	7	7	6	6	5	5	12	12	13	13	14	14	9	9
6.	Printed cards (LC)	34	33	9	9	1	.9	--	--	1	.9	--	--	3	3	2	2	10	10	5	5
7.	Local modification of Dewey	25	25	7	7	1	.9	--	--	1	.9	--	--	4	4	1	.9	8	8	3	3
8.	Locally duplicated cards	22	21	19	18	2	2	3	3	2	2	3	3	8	8	7	7	8	8	9	9
9.	Centralized cataloging by D.I.M.C.*	19	19	14	14	4	4	4	4	3	3	3	3	10	10	9	9	10	10	6	6
10.	Centralized processing by D.I.M.C.*	16	16	11	11	5	5	5	5	4	4	4	4	9	9	10	10	9	9	5	5
11.	Printed cards (BroDart)	3	3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

No. - number of librarians answering question out of 103 Senior High School Libraries

% per cent answering question out of 103 Senior High School Librarians

* District Instructional Materials Center

TABLE: 42

Purchasing and Processing Services Provided by or for 18 Grades 1-12 School Libraries

Services Arranged in Rank Order	Elementary Schools				Junior High Schools				Senior High Schools				Professional Collection			
	Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Printed cards (Wilson)	10	56	--	--	11	61	--	--	11	61	--	--	4	22	--	--
2. Centralized purchasing by D.I.M.C*	3	17	2	11	3	17	2	11	3	17	2	11	3	17	2	11
3. Centralized processing by D.I.M.C*	3	17	2	11	3	17	2	11	3	17	2	11	3	17	2	11
4. Centralized cataloging by D.I.M.C*	3	17	2	11	3	17	2	11	3	17	2	11	2	11	2	11
5. Printed cards (LS)	3	17	--	--	2	11	--	--	2	11	--	--	1	6	--	--
6. Classification taken from selection aids: ALA Booklist, PW, SC, CC, etc.	2	11	1	6	2	12	1	6	2	12	1	6	1	6	1	6
7. Local modification of Dewey	1	6	--	--	1	6	--	--	1	6	--	--	--	--	--	--

No. - number of librarians answering question out of 18 Grades 1-12 School Libraries

% per cent answering question out of 18 Grades 1-12 School Librarians

* District Instructional Materials Center

school libraries have the books cataloged centrally than is true of high school libraries. Visits to these schools and system centers revealed that most systems were in beginning stages of developing central processing and cataloging services. New schools, elementary schools with inadequate professional staff, and large school systems started with the elementary and junior high school library first and primarily were processing books. In other well established systems with sufficient staff and budget, complete processing services were being provided for all schools in the system and for nonbook as well as book resources. Those systems that were using the multilith process, the flexiwriter, xerox process, or data punch card system were processing all types of materials. They used printed cards and locally duplicated cards for these resources.

Table 43 indicates that the 24 district centers that participated in the study process and cataloged approximately 40% to 44% of the elementary library books and 32% to 36% of the audio-visual materials. They service fewer junior high school library materials (20%-24%) and senior high school library resources, namely 16% of the books and 20% to 24% of the audio-visual instructional aids.

Relatively fewer schools, regardless of level, or only 7% to 15% of them, have centrally processed or cataloged audio-visual materials. Some of the systems visited provided mimeographed or locally duplicated lists of audio-visual holdings for use by faculty, and more of these systems were gradually changing from printed lists to catalog cards for nonbook holdings and were filing these in the dictionary card catalog. These cards were color banded, colored cards, or had symbols at the call number to indicate the type of material listed.

Tables 37 to 42 also show that there are some variations in Dewey Decimal classification schemes for books that are found at all levels of

TABLE: 43

Purchasing and Processing Services Provided by or for 24 District Instructional Materials Center Libraries

Services Arranged in Rank Order	Elementary Schools				Junior High Schools				Senior High Schools				District Materials Center				Professional Collection			
	Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials		Printed Mater-ials		Audio-Visual Mater-ials	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Printed cards (Wilson)	12	48	3	12	9	36	2	8	7	28	1	4	6	24	2	8	6	24	1	4
2. Centralized purchasing by D.I.M.C.*	11	44	12	48	7	28	9	36	5	20	7	28	8	32	12	48	12	48	9	36
3. Centralized processing by D.I.M.C.*	11	44	9	36	6	24	7	28	4	16	6	24	6	24	9	36	11	44	9	36
4. Centralized cataloging by D.I.M.C.*	10	40	8	32	5	20	6	24	4	16	5	20	6	24	7	28	8	32	6	24
5. Original classification using full Dewey	5	21	1	4	5	21	--	--	5	21	3	13	2	8	--	--	4	17	1	4
6. Abridged Dewey	5	21	2	8	4	17	2	8	2	8	--	--	2	8	1	4	3	13	1	4
7. Locally duplicated cards	4	17	4	17	2	8	3	13	2	8	3	13	2	8	4	16	4	16	3	13
8. Classification taken from selection aids: ALA Booklist, PW, SC, CC, etc.	4	17	3	13	4	17	3	13	4	17	4	17	2	8	3	13	2	8	2	8
9. Local modification of Dewey	4	17	1	4	--	--	--	--	1	4	--	--	--	--	1	4	--	--	--	--
10. Printed cards (LC)	3	12	1	4	2	8	1	4	4	16	1	4	2	8	1	4	4	16	--	--
11. Printed cards (BroDart)	--	--	1	4	--	--	1	4	--	--	--	--	--	--	--	--	--	--	--	--

No. - number of librarians answering question out of 24 District Instructional Materials Center Libraries
% per cent answering question out of 24 District Instructional Materials Center Librarians

* District Instructional Materials Center

the 398 school libraries coded by IBM. But except for the 14 elementary-junior high school libraries, there is a rather consistent pattern that emerges in the schools. From 60% to 64% of the elementary and junior high school libraries use the abridged Dewey classification system but only 27% of the K-8 schools. Some 37% to 43% of the former schools use the classification numbers suggested in the basic selection aids found in these school libraries but only 29% of the K-8 schools. Fewer of the 103 high school libraries or 42% use the abridged form of Dewey, 25% use a locally modified form, and 35% use the full Dewey Decimal notations. Over 50% of the high school libraries take the classification number recommended by the selection aids used in the school library. More than half of the schools (56%) with grades 1 to 12 use Wilson cards, 17% have books centrally processed, 11% take the classification suggested by the basic lists, and one uses a local modification of the Dewey classification system.

These tables also show that relatively few schools use the Dewey classification scheme for audio-visual resources. Of the schools that do, only 11% to 15% use the Abridged Dewey, 1% to 8% use a local modification of Dewey, 6% to 9% use full Dewey classification, and 6% to 10% take the classification recommended by selection aids available. From 7% to 15% of the schools in the Study receive the audio-visual materials cataloged and processed from the District Instructional Materials Center and 13% of the Centers use some form of the Dewey classification. Later tables will show some of the special forms used for handling audio-visual resources.

Not only was information sought in regard to the classification systems used in schools, but the form of catalogs to be found in schools. Tables 44 to 50 indicate that while only 67% of the Grades 1-12 schools have A dictionary card catalog rather than a separate author catalog, title catalog, or subject catalog is not only used more extensively for books

a dictionary card catalog for books, over 81% to 93% of the other school libraries do have a dictionary card catalog.

TABLE: 44

Bibliographic Services Provided by 162 Elementary School Libraries Showing the Type of Cataloging Services Provided for Instructional Materials

Catalogs Arranged in Rank Order	Library Books		Audio-Visual Material		Profess-ional Materials		Vertical File Materials		Periodicals and Newspapers		Classroom Collections		Community Resources		Texts Free & Rental	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Dictionary card catalog	131	81	56	34	53	33	34	21	11	7	8	5	8	5	3	2
2. Author catalog	59	36	10	6	17	10	3	2	1	.6	2	1	1	.6	--	--
3. Subject catalog	56	35	19	12	13	8	18	11	2	1	2	1	5	3	1	.6
4. Title catalog	53	33	17	10	14	9	5	3	3	2	2	1	--	--	--	--
5. Union shelf list (print, audio-visual, classroom, etc.)	35	21	22	14	14	9	3	2	2	1	4	2	1	.6	--	--
6. Audio-visual card catalog	27	17	28	17	4	2	1	.6	--	--	1	.6	--	--	--	--
7. Audio-visual printed catalog	13	8	21	13	2	1	--	--	--	--	--	--	--	--	--	--

No. and % - number and per cent out of 162 Elementary School Libraries

TABLE: 45

Bibliographic Services Provided by 14 Elementary-Junior High School Libraries Showing the Type of Cataloging Services Provided for Instructional Materials

Catalogs Arranged in Rank Order	Library Books		Audio-Visual Materials		Profess-ional Materials		Vertical File Materials		Periodicals and Newspapers	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Dictionary card catalog	13	93	5	36	5	36	4	29	2	14
2. Title catalog	7	50	1	7	--	--	--	--	1	7
3. Author catalog	7	50	--	--	--	--	--	--	--	--
4. Subject catalog	7	50	--	--	--	--	--	--	--	--
5. Union shelf list (print, audio-visual, classroom, etc.)	4	29	2	14	1	7	1	7	2	14
6. Audio-visual card catalog	2	14	--	--	--	--	--	--	--	--
7. Audio-visual printed catalog	2	14	--	--	--	--	--	--	--	--

No. and % - number and per cent out of 14 Elementary-Junior High School Libraries

TABLE: 46

Bibliographic Services Provided by 75 Junior High School Libraries Showing the Type of Cataloging Services Provided for Instructional Materials

Catalogs Arranged in Rank Order	Library Books		Profess-ional Materials		Audio-Visual Material		Vertical File Materials		Periodicals and Newspapers		Classroom Collections		Community Resources		Texts Free & Rental	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Dictionary card catalog	69	92	40	53	33	44	21	28	10	13	9	12	6	8	4	5
2. Subject catalog	24	32	7	9	15	20	12	16	2	3	3	4	3	4	1	2
3. Author catalog	23	31	8	11	5	7	4	5	2	3	4	5	--	--	2	3
4. Title catalog	23	31	5	6	13	17	6	8	5	7	4	5	1	2	--	--
5. Union shelf list (print, audio-visual, classroom, etc.)	16	21	5	7	5	7	2	3	3	4	2	3	--	--	--	--
6. Audio-visual printed catalog	12	16	1	1	17	23	2	3	1	1	--	--	--	--	--	--
7. Audio-visual card catalog	11	15	--	--	17	23	1	1	--	--	--	--	--	--	--	--

No. and % - number and per cent out of 75 Junior High School Libraries

TABLE: 47

Bibliographic Services Provided by 26 Junior-Senior High School Libraries Showing the Type of Cataloging Services Provided for Instructional Materials

Catalogs Arranged in Rank Order	Library Books		Profess-ional Materials		Audio-Visual Material		Vertical File Materials		Periodicals and Newspapers		Classroom Collections		Community Resources		Texts Free & Rental	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Dictionary card catalog	24	92	17	66	12	46	10	38	4	15	3	12	1	4	--	--
2. Subject catalog	12	46	5	19	4	15	5	19	1	4	1	4	--	--	--	--
3. Author catalog	11	42	5	19	3	12	3	12	2	8	--	--	--	--	2	8
4. Title catalog	11	42	5	19	5	19	2	7	3	12	--	--	--	--	1	4
5. Audio-visual card catalog	12	47	5	19	4	15	5	19	1	4	1	4	--	--	--	--
6. Union shelf list (print, audio-visual, classroom, etc.)	6	27	2	10	4	15	3	12	1	4	1	4	--	--	1	4
7. Audio-visual printed catalog	4	15	--	--	4	15	1	4	--	--	1	4	--	--	--	--

No. - % the number and per cent out of 26 Junior-Senior High School Libraries

TABLE: 48

Bibliographic Services Provided by 102 Senior High School Libraries Showing the Type of Cataloging Services Provided for Instructional Materials

Catalogs Arranged in Rank Order	Library Books		Profess-ional Materials		Audio-Visual Material		Vertical File Materials		Periodicals and Newspapers		Classroom Collections		Community Resources		Texts Free & Rental	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Dictionary card catalog	94	92	50	49	46	45	41	40	14	14	12	12	10	10	1	.9
2. Union shelf list (print, audio-visual, classroom, etc.)	29	28	10	10	13	13	4	4	2	2	2	2	--	--	2	2
3. Subject catalog	28	27	12	12	8	8	10	10	--	--	4	4	1	.9	2	2
4. Title catalog	27	26	11	11	8	8	2	2	7	7	3	3	--	--	2	2
5. Author catalog	27	26	--	--	6	6	2	2	--	--	6	6	1	.9	6	6
6. Audio-visual card catalog	19	19	--	--	15	15	--	--	--	--	--	--	--	--	--	--
7. Audio-visual printed catalog	17	17	2	2	22	22	--	--	--	--	1	.9	--	--	--	--

No. and % - number and per cent out of 102 Senior High School Libraries

TABLE 49

Bibliographic Services Provided by 18 Grades 1-12 School Libraries Showing the Type of Cataloging Services Provided for Instructional Materials

Catalogs Arranged in Rank Order	Library Books		Audio-Visual Material		Vertical File Materials		Profess-ional Materials		Periodicals and Newspapers		Classroom Collections		Community Resources	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Dictionary card catalog	12	67	10	56	7	39	6	33	3	17	2	11	--	--
2. Author catalog	8	44	1	6	1	6	3	17	3	17	1	6	--	--
3. Union shelf list (print, audio-visual, classroom, etc.)	7	39	4	22	3	17	4	22	1	6	1	6	--	--
4. Title catalog	7	39	4	22	1	6	3	17	4	22	1	6	--	--
5. Subject catalog	7	39	3	17	2	11	3	17	3	17	1	6	1	6
6. Audio-visual card catalog	2	11	5	28	1	6	1	6	1	6	1	6	--	--
7. Audio-visual printed catalog	--	--	4	22	--	--	--	--	--	--	--	--	--	--

No. and % - number and per cent out of 18 Grades 1-12 School Libraries

TABLE: 50

Bibliographic Services Provided by 24 District Instructional Material Centers Showing the Type of Cataloging Services Provided for Instructional Materials

Catalogs Arranged in Rank Order	Library Books		Audio-Visual Material		Profess-ional Materials		Vertical File Materials		Community Resources		Classroom Collections		Periodicals and Newspapers		Texts Free & Rental	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Dictionary card catalog	13	34	10	42	9	38	6	25	3	13	2	8	2	8	2	8
2. Audio-visual printed catalog	5	21	10	42	--	--	--	--	1	4	--	--	1	4	--	--
3. Subject catalog	5	21	4	17	4	17	4	17	2	8	1	4	--	--	--	--
4. Title catalog	5	21	3	13	2	8	1	4	--	--	--	--	1	4	--	--
5. Union shelf list (print, audio-visual, classroom, etc.)	4	17	6	25	--	--	--	--	5	21	1	4	1	4	--	--
6. Audio-visual card catalog	3	13	7	29	--	--	1	4	1	4	--	--	--	--	--	--
7. Author catalog	--	--	2	8	3	13	--	--	--	--	--	--	--	--	--	--

No. and % - number and per cent out of 24 District Instructional Materials Centers collections but also is used for audio-visual materials, professional materials, vertical file referral cards, classroom collections, referral cards regarding community resources, textbooks and holdings of periodicals and newspapers.

While 13% of 23% of the schools do have a separate printed catalog for audio-visual holdings 7% to 22% of the schools have a union shelf list that includes books, audio-visual resources, classroom collections, and all other school owned instructional materials. A number of the school libraries visited did have separate author, title, and subject catalogs but the percentages listed in the tabulations seem out of line with the number that checked having a dictionary card catalog. It would seem that those checking the forms misread author, title, and subject catalogs, for author, title, and subject cards for a dictionary card catalog. The other tabulations seem more consistent with observations made while visiting the schools.

From professional literature and from observations from previous visits to schools and libraries, it was assumed that audio-visual materials might need special handling. Storing of films, filmstrips, recordings, tapes, framed pictures, maps, and slides, for example, is more difficult than shelving of books. Tables 51 to 53 show that a larger percentage of schools do use some other system for arranging these nonbook materials for use other than Dewey classification system. This bears out the information previously cited from Tables 37-43. The other systems most frequently used include a manufacturer's serial number, an accession number for a location code, or a specially prepared location scheme used locally. Of these special systems only a small percentage (4% to 27%) of the high schools use the manufacturer's serial number for the location symbol of audio-visual resources. Very few other schools use this system at all for location. Instead 2% to 19% of the elementary schools use a locally prepared scheme of classification

TABLE: 51

Special Handling of Audio-Visual Materials -- A

Manufacturer's Serial Number Used for Location of Audio-Visual Resources

Types of Schools	Films		Filmstrips		Disc		Tapes		Slides		Maps		Realia		Pictures	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
163 Elementary School Libraries	2	1	2	1	1	.6	3	2	--	--	3	2	--	--	--	--
13 Elementary-Junior High School Libraries	--	--	--	--	2	15	--	--	--	--	--	--	--	--	--	--
71 Junior High School Libraries	--	--	1	1	2	3	--	--	1	1	--	--	--	--	--	--
26 Junior-Senior High School Libraries	1	4	1	4	--	--	1	4	1	4	--	--	--	--	--	--
103 Senior High School Libraries	12	12	27	27	14	14	10	10	11	11	10	10	4	4	11	11
15 Grades 1-12 School Libraries	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
20 District Instructional Materials Centers	2	10	1	5	2	10	1	5	1	5						

TABLE: 52

Special Handling of Audio-Visual Materials -- B

Accession Number Used for Location Code for Audio-Visual Resources

Types of Schools	Films		Filmstrips		Disc		Tapes		Slides		Maps		Realia		Pictures	
	No.	%	No.	%	No.		No.	%	No.	%	No.	%	No.	%	No.	%
163 Elementary School Libraries	16	10	66	40	[illegible]	[illegible]	17	10	14	9	14	9	5	3	19	12
13 Elementary-Junior High School Libraries	--	--	6	46	4	31	--	--	1	8	1	8	1	8	1	8
71 Junior High School Libraries	10	14	34	49	23	32	9	13	14	20	11	15	4	6	5	7
26 Junior-Senior High School Libraries	2	8	13	50	7	27	5	19	6	23	5	19	1	4	2	8
103 Senior High School Libraries	12	12	24	23	28	27	15	15	14	14	13	13	2	2	8	8
15 Grades 1-12 School Libraries	2	13	10	67	6	40	2	13	4	27	1	8	--	--	--	--
20 District Instructional Materials Centers	7	35	10	50	8	40	8	40	7	35	2	10	3	15	4	20

TABLE: 53

Special Handling of Audio-Visual Materials -- C

Specially Prepared Location Scheme Used for Audio-Visual Resources

Types of Schools	Films		Filmstrips		Disc		Tapes		Slides		Maps		Realia		Pictures	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
163 Elementary School Libraries	31	19	21	13	23	14	8	5	7	4	20	12	7	4	4	2
13 Elementary-Junior High School Libraries	--	--	3	23	--	--	--	--	1	8	1	8	--	--	1	8
71 Junior High School Libraries	11	15	19	27	13	18	11	15	11	15	9	13	3	4	10	14
26 Junior-Senior High School Libraries	1	4	2	8	--	--	--	--	1	4	--	--	--	--	--	--
103 Senior High School Libraries	12	12	27	26	14	14	10	10	11	11	10	10	4	4	11	11
15 Grades 1-12 School Libraries	--	--	2	13	1	8	--	--	--	--	1	8	--	--	1	8
20 District Instructional Materials Centers	2	10	1	5	2	10	1	5	1	5	1	5	1	5	--	--

while 3% to 40% use an accession number for a local code. A similar pattern is found for the junior high school; 4% to 27% use a locally devised system for location while 6% to 49% use the accession number. At the high school level 4% to 26% use a locally prepared location scheme but 2% to 27% use an accession number. The district centers also prefer to use the accession number for a location code for these various types of instructional resources. More filmstrips, discs, and slides are arranged by accession number than any other type of audio-visual aid. Relatively few films are found in elementary, junior, or senior high school libraries while more of them are located at the district center or at the senior high school library. Either the accession number in from 8% to 14% of the schools or locally devised location codes in 4% to 19% of the schools are used for storing films wherever they are located. As improved equipment and storage facilities are devised for more flexible handling of audio-visual materials, changes in location codes or classification systems will no doubt take place in the near future. The future use of data processing for school systems and individual school libraries will no doubt enter into a rethinking by the profession of the organization of instructional materials for maximum use by faculty and student.

Information obtained from the various tables shows that school librarians are assuming administrative responsibility for the selection, purchasing, processing, and organization of all types of instructional materials owned by the school regardless of the locations in the school of these resources. Different methods are being devised and used in various schools but the general objective is to secure materials needed for teaching purposes, and to organize them efficiently for maximum use. Lack of professional staff is the greatest stumbling block that school libraries face. Yet in spite of this, there is evidence that large and small schools, and schools at all levels, and in all areas of the United States are establishing administrative patterns to develop functional libraries as instructional materials centers.

CHAPTER VI

PROFESSIONAL EDUCATION AND NEEDED COMPETENCIES OF SCHOOL LIBRARIANS AS INSTRUCTIONAL MATERIAL SPECIALISTS

The growing recognition of the importance of a school library at each educational level to provide varied and carefully selected resources and services for quality education has focused national attention upon the scarcity of school librarians to offer such services. Special undergraduate and graduate programs of library education for school librarians have been available throughout the country for over thirty-five years. Throughout this period studies have been made to determine the competencies needed and the type of curriculum best suited to the preparation of school librarians. Arguments have been advanced for a broad background (1) in general education with a strong subject specialization, (2) in teacher education, and (3) in basic courses in library education. Other proponents have argued for highly specialized courses in the school library field, in teacher education, and in audio-visual education.

Recent trends in the development of the school library as a materials center and the acceptance or the reluctance of school librarians to undertake the expansion of the library program to include other than printed resources, bring to focus again the need to study the type of professional programs available in Colleges of Education and in Library Schools for preparing school librarians to be instructional material specialists.

The preparation of the Checklist[1] used in this national study included an analysis of previous competency studies of school librarians and an analysis of the catalogs of universities and colleges offering programs of library education at the undergraduate and graduate levels. Lists of colleges and universities offering library courses were secured from published sources and efforts were made to secure the latest catalogs from such institutions. Since curricula in any professional field are constantly changing and because programs are added and dropped each year, are offered only in summer sessions, or are given by extension, it is impossible to say with absolute certainty that complete coverage of the field has been made. Nevertheless, all possible leads were followed and all the catalogs received were analyzed for offerings in teacher education, in library science, and in audio-visual education. Composite lists found on pages 6-14 of the Checklist[1] were made of offerings in these three fields and of competencies that were considered to be needed for librarians serving as instructional material specialists at each educational level.

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[1] See Appendix A.

Tables 54 to 105 give the rating of professional courses in education, in library science, and in audio-visual education as considered the most useful or of some value by those school librarians who had such courses in their professional preparation. The tables also show the rating by librarians of courses they recommend for the preparation of librarians as instructional material specialists. Comparisons are given of these ratings by elementary, junior, and senior high school librarians and supervisors serving at the district materials center [redacted] an entire school system.

By asking experienced librarians to check professional courses they considered to be the most useful and by then asking them to rank in order of importance those courses they would recommend for future librarians preparing to be material specialists, it was hoped that guidelines would emerge to help library educators plan curricula designed to meet the need of future school librarians.

Professional Courses in Education

An examination of Tables 54 and 55 show that elementary and elementary-junior high school librarians servicing grades K-6 and K-8 have rated nine courses out of twenty-three listed as the most useful professional courses

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[1] See Appendix A.

TABLE: 54

Rating of Professional Courses in Education Taken by 175 Elementary School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Practice teaching: subject area fields	64.8	(1)	14.8	(10)	79.6	(2)
Educational psychology	54.2	(2)	33.6	(3)	97.8	(1)
Child development	53.0	(3)	9.7	(18)	62.7	(7)
Methods of teaching reading	52.4	(4)	11.3	(16)	63.8	(6)
Child psychology	51.1	(5)	15.4	(7)	66.5	(4)
Audio-visual methods	49.3	(6)	8.5	(21)	56.9	(9)
Educational methods courses	45.3	(7)	32.1	(4)	77.4	(3)
Elementary school curriculum	37.9	(8)	15.4	(8)	53.3	(10)
Curriculum development and planning	30.2	(9)	18.2	(6)	48.4	(11)
Practice teach: school library	29.2	(10)	2.7	(22)	31.9	(19)
Philosophy of education	29.1	(11)	34.8	(2)	63.9	(5)
Guidance and counselling	26.7	(12)	13.9	(12)	40.6	(13)
Remedial reading	24.5	(13)	9.1	(20)	33.6	(16)
Adolescent psychology	23.5	(14)	12.0	(14)	35.5	(14)
Psychology of learning	23.5	(15)	11.4	(15)	34.9	(15)
Adolescent development	23.4	(16)	9.1	(19)	32.5	(17)
Secondary school curriculum	20.0	(17)	12.5	(13)	32.5	(18)
Tests and measurement	15.4	(18)	30.2	(5)	45.6	(12)
History of education	15.3	(19)	47.1	(1)	62.4	(8)
Statistical methods	7.9	(20)	14.0	(11)	21.9	(20)
Social foundations of education	6.2	(21)	15.2	(9)	21.4	(21)
Special education (Hard of hearing, Exceptional)	5.7	(22)	1.1	(23)	6.8	(23)
Comparative education	4.5	(23)	10.8	(17)	15.3	(22)

% per cent answered out of 175 Elementary School Librarians

TABLE: 55

Rating of Professional Courses in Education Taken by 15 Elementary-Junior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Education psychology	92.7	(1)	42.8	(2)	135.5	(1)
Audio-visual methods	79.9	(2)	19.9	(10)	99.8	(5)
Curriculum development and planning	76.8	(3)	7.6	(15)	84.4	(7)
Educational methods courses	73.3	(4)	33.2	(4)	106.5	(3)
Philosophy of education	71.4	(5)	28.5	(5)	99.9	(4)
Child psychology	71.3	(6)	7.1	(17)	78.4	(9)
Secondary school curriculum	71.3	(7)	14.2	(12)	85.5	(6)
Practice teaching: subject area fields	60.0	(8)	20.0	(9)	80.0	(8)
Adolescent psychology	57.0	(9)	7.1	(16)	64.1	(14)
Elementary school curriculum	57.0	(10)	21.3	(8)	78.3	(10)
Child development	54.2	(11)	21.3	(7)	75.5	(11)
History of education	54.2	(12)	57.1	(1)	111.3	(2)
Methods of teaching reading	53.7	(13)	16.3	(11)	70.0	(13)
Practice teach: school library	46.6	(14)	13.3	(13)	60.9	(16)
Guidance and counselling	46.0	(15)	----		46.0	(18)
Psychology of learning	39.9	(16)	----		39.9	(19)
Tests and measurement	38.4	(17)	23.0	(6)	61.4	(15)
Adolescent development	30.6	(18)	----		30.6	(21)
Remedial reading	30.6	(19)	7.6	(14)	38.2	(20)
Statistical methods	21.4	(20)	7.1	(18)	28.5	(22)
Social foundations of education	21.3	(21)	35.6	(3)	56.9	(17)
Special education (Hard of hearing, Exceptional)	13.2	(22)	----		13.2	(23)
Comparative education	7.1	(23)	----		7.1	(12)

% per cent answered out of 15 Elementary-Junior High School Librarians

taken in Education. Included in the top nine category by both groups of librarians are (1) Educational Psychology, (2) Audio-visual Methods, (3) Curriculum Development and Planning, (4) Educational Methods courses, (5) Child Psychology, and (6) Practice Teaching in subject area fields. Rounding out the most useful nine education courses taken by elementary school librarians are (1) Child Development, (2) Methods of Teaching Reading, and (3) Elementary School Curriculum, and by elementary-junior high school librarians are (1) Philosophy of Education, (2) Secondary School Curriculum, and (3) Adolescent Psychology. Out of the twenty-three courses, those working with young adults rank highly courses in Secondary School Curriculum and Adolescent Psychology, while those working with younger children rank Methods of Teaching Reading and Practice Teaching in the school library field as being important courses in their undergraduate preparation. Five courses that rank at the end of the list for both elementary and secondary school librarians include (1) Statistical Methods, (2) Social Foundations of Education, (3) Special Education for the Hard of Hearing, and Exceptional Children, (4) Comparative Education, and (5) Tests and Measurement. These are generally graduate courses and are not part of the regular basic teaching curriculum. Probably very few of these courses were taken by many school librarians.

Except for courses that are specially designed for the secondary school level such as Adolescent Psychology, Adolescent Development, and Secondary School Curriculum, the ratings as shown in Tables 56, 57, 58, 59, and 60 on pages 241 to 245 indicate that professional education courses are ranked the same by those working with young adults and by those working with children. A composite ranking for these seven tables including Tables 54 and 55, which were checked by 175 elementary, 15 elementary-junior high, 104 junior high, 31 junior-senior, 172 senior high school librarians, and 18 librarians serving

TABLE: 56

Rating of Professional Courses in Education Taken by 104 Junior High School Librarians

Courses	Most Useful %	Most Useful Rank	Some Value %	Some Value Rank	Total %	Total Rank
Practice teaching: subject area fields	70.1	(1)	17.2	(11)	87.3	(1)
Audio-visual methods	64.4	(2)	22.0	(9)	86.4	(2)
Educational psychology	54.4	(3)	54.4	(1)	----	(23)
Child development	49.4	(4)	18.1	(10)	67.5	(7)
Adolescent development	46.9	(5)	12.2	(17)	59.1	(9)
Educational methods courses	43.1	(6)	41.3	(4)	84.4	(3)
Child psychology	42.0	(7)	17.0	(12)	59.0	(10)
Secondary school curriculum	40.0	(8)	28.8	(5)	68.0	(6)
Curriculum development and planning	36.6	(9)	23.4	(8)	60.0	(8)
Practice teach: school library	33.8	(10)	4.7	(22)	38.3	(16)
Guidance and counselling	32.2	(11)	13.1	(16)	45.6	(13)
Adolescent psychology	30.0	(12)	16.0	(13)	46.0	(12)
History of education	29.3	(13)	53.4	(2)	82.7	(4)
Philosophy of education	28.8	(14)	50.4	(3)	79.2	(5)
Methods of teaching reading	27.5	(15)	14.2	(15)	41.7	(14)
Tests and measurement	25.4	(16)	27.5	(7)	52.9	(11)
Psychology of learning	22.1	(17)	15.3	(14)	37.4	(17)
Elementary school curriculum	20.0	(18)	9.0	(20)	29.0	(18)
Remedial reading	18.3	(19)	10.1	(19)	28.4	(19)
Social foundations of education	12.0	(20)	27.5	(6)	39.5	(15)
Statistical methods	8.0	(21)	12.0	(18)	20.0	(20)
Comparative education	7.0	(22)	10.0	(21)	17.0	(21)
Special education (Hard of hearing, exceptional)	5.7	(23)	1.9	(23)	7.6	(22)

% per cent answered out of 104 Junior High School Librarians

TABLE: 57

Rating of Professional Courses in Education Taken by 31 Junior-Senior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Practice teaching: subject area fields	64.4	(1)	19.3	(8)	83.7	(3)
Psychology of learning	64.4	(2)	12.8	(15)	77.2	(4)
Child psychology	45.1	(3)	16.1	(10)	61.2	(10)
Educational psychology	45.1	(4)	51.5	(2)	96.6	(1)
Secondary school curriculum	45.1	(5)	19.3	(9)	64.4	(9)
Adolescent psychology	45.0	(6)	9.6	(17)	54.6	(11)
Guidance and counselling	41.8	(7)	12.8	(14)	54.6	(12)
Audio-visual methods	38.6	(8)	25.8	(6)	64.4	(7)
Child development	38.6	(9)	12.9	(12)	51.5	(13)
Practice teach: school library	38.6	(10)	----		38.6	(16)
Adolescent development	35.4	(11)	16.0	(11)	51.4	(14)
Philosophy of education	35.4	(12)	38.6	(5)	74.0	(5)
Curriculum development and planning	32.2	(13)	12.8	(13)	45.0	(15)
Educational methods courses	32.2	(14)	38.6	(4)	70.8	(6)
History of education	22.5	(15)	64.4	(1)	86.9	(2)
Methods of teaching reading	22.5	(16)	9.6	(18)	32.1	(17)
Tests and measurement	19.3	(17)	45.1	(3)	64.4	(8)
Statistical methods	16.1	(18)	12.8	(16)	28.9	(19)
Elementary school curriculum	12.8	(19)	6.4	(19)	19.2	(20)
Remedial reading	12.8	(20)	3.2	(20)	16.0	(21)
Social foundations of education	12.8	(21)	19.3	(7)	32.1	(18)
Comparative education	3.2	(22)	----		3.2	(22)
Special education (Hard of hearing, Exceptional)	---		3.1	(21)	3.1	(23)

% per cent answered out of 31 Junior-Senior High School Librarians

TABLE: 58

Rating of Professional Courses in Education Taken by 172 Senior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Practice teaching: subject area fields	66.3	(1)	25.7	(6)	92.0	(1)
Educational psychology	49.9	(2)	51.5	(1)	91.4	(2)
Audio-visual methods	46.4	(3)	22.9	(9)	69.3	(6)
Educational methods courses	45.2	(4)	36.9	(4)	82.1	(3)
Practice teach in school library	38.7	(5)	6.3	(21)	45.0	(12)
Secondary school curriculum	35.8	(6)	25.2	(7)	61.0	(7)
Adolescent development	34.8	(7)	10.0	(19)	44.8	(13)
Adolescent psychology	34.0	(8)	16.4	(12)	50.4	(9)
Curriculum development and planning	31.3	(9)	18.9	(11)	49.2	(11)
Child development	30.9	(10)	23.6	(8)	54.5	(8)
History of education	28.4	(11)	47.5	(3)	75.9	(4)
Philosophy of education	26.1	(12)	49.3	(2)	75.4	(5)
Child psychology	25.2	(13)	12.8	(15)	38.0	(15)
Psychology of learning	24.6	(14)	14.6	(13)	39.2	(14)
Guidance and counselling	24.2	(15)	12.4	(16)	36.6	(16)
Methods of teaching reading	21.2	(16)	9.9	(20)	31.3	(17)
Remedial reading	16.4	(17)	4.6	(22)	21.0	(21)
Tests and measurement	15.1	(18)	34.3	(5)	49.4	(10)
Social foundations of education	10.6	(19)	18.9	(10)	29.5	(18)
Statistical methods	10.4	(20)	13.8	(14)	24.2	(19)
Elementary school curriculum	9.9	(21)	11.6	(18)	21.5	(20)
Comparative education	7.0	(22)	12.4	(17)	19.4	(22)
Special education (Hard of hearing, Exceptional)	4.6	(23)	2.2	(23)	6.8	(23)

% per cent answered out of 172 Senior High School Librarians

TABLE: 59

Rating of Professional Courses in Education Taken by 18 Grades 1-12 School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
lucational psychology	83.2	(1)	27.7	(4)	110.9	(1)
ractice teaching: subject area fields	77.7	(2)	11.1	(16)	88.8	(2)
lucational methods courses	50.0	(3)	33.3	(2)	83.3	(3)
thods of teaching reading	44.4	(4)	11.1	(15)	55.5	(9)
ild development	44.4	(5)	22.2	(7)	66.6	(5)
rriculum development and planning	44.3	(6)	22.1	(8)	66.4	(7)
ild psychology	38.8	(7)	16.6	(11)	55.4	(10)
ractice teach in school library	38.8	(8)	----	(23)	38.8	(16)
sts and measurement	38.8	(9)	27.7	(6)	66.5	(6)
ementary school curriculum	33.3	(10)	16.6	(10)	49.9	(12)
condary school curriculum	33.3	(11)	22.1	(9)	55.4	(11)
olescent development	33.2	(12)	11.1	(14)	44.3	(13)
olescent psychology	33.2	(13)	5.5	(18)	38.7	(17)
dio-visual methods	33.2	(14)	11.0	(17)	44.2	(15)
story of education	27.9	(15)	33.2	(3)	61.1	(8)
ilosophy of education	27.9	(16)	49.9	(1)	77.8	(4)
idance and counselling	27.7	(17)	5.5	(20)	33.2	(18)
ychology of learning	22.2	(18)	5.5	(22)	27.7	(21)
medial reading	16.6	(19)	16.6	(12)	33.2	(19)
cial foundations of education	16.6	(20)	27.7	(5)	44.3	(14)
atistical methods	16.6	(21)	16.6	(13)	33.2	(20)
ecial education (Hard of hearing, Exceptional)	11.1	(22)	5.5	(21)	16.6	(21)
mparative education	5.5	(23)	5.5	(19)	10.0	(23)

% per cent answered out of 18 Grades 1-12 Schools Librarians

TABLE: 60

Rating of Professional Courses in Education Taken by 33 Supervisors of the District Instructional Materials Center

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Educational psychology	59.9	(1)	36.6	(4)	96.5	(1)
Curriculum development and planning	55.1	(2)	30.9	(6)	86.0	(3)
Child psychology	53.3	(3)	18.5	(11)	71.8	(6)
Elementary school curriculum	51.8	(4)	3.7	(22)	55.5	(9)
Psychology of learning	45.3	(5)	12.1	(16)	57.4	(8)
Child development	46.6	(6)	6.6	(21)	53.2	(12)
Methods of teaching reading	41.2	(7)	13.7	(15)	54.9	(10)
Educational methods courses	39.3	(8)	42.3	(3)	81.6	(4)
Philosophy of education	36.6	(9)	43.3	(2)	79.9	(5)
Practice teaching: subject area fields	36.3	(10)	27.1	(8)	63.4	(7)
Audio-visual methods	36.2	(11)	18.0	(13)	54.2	(11)
Adolescent development	34.4	(12)	10.3	(18)	44.7	(15)
History of education	33.2	(13)	53.3	(1)	86.5	(2)
Adolescent psychology	29.6	(14)	11.1	(17)	40.7	(19)
Secondary school curriculum	29.6	(15)	14.8	(14)	44.4	(17)
Practice teach in school library	27.1	(16)	18.1	(12)	45.2	(14)
Guidance and counselling	24.0	(17)	20.5	(9)	44.5	(16)
Social foundations of education	20.0	(18)	20.0	(10)	40.0	(20)
Tests and measurement	13.7	(19)	34.4	(5)	48.1	(13)
Remedial reading	13.6	(20)	10.2	(19)	23.8	(21)
Comparative education	13.3	(21)	29.9	(7)	43.2	(18)
Statistical methods	11.1	(22)	7.4	(20)	18.5	(22)
Special education (Hard of hearing, Exceptional)	----		3.0	(23)	3.0	(23)

% per cent answered out of 33 Supervisors of the District Instructional Materials Center grades 1-12, as well as 33 school library supervisors point this up clearly in the first column of Chart 11.

The second column of Chart 11 gives a composite ranking of the same courses by the seven grouping of 548 school librarians indicating those courses they recommend for school librarians serving as material specialists. This shows quite a different pattern and these figures were taken from Tables 61, 62, 63, 64, 65, 66, 67, and 68 on pages 248 to 255.

Only 27% to 44% of the librarians checked these charts for courses recommended while 59% to 92% checked the charts of courses taken. The audio-visual methods course is the only course that maintains approximately the same rating in both columns of Chart 11, namely fourth and sixth places. This course, then, continues to be highly recommended by those serving as material specialist in school libraries. Moving up into first and second place as recommended are courses in Remedial Reading and Methods of Teaching Reading. Librarians may or may not have taken these courses but do recommend them as being important for school librarians functioning as material specialists. Other recommended courses listed in the upper ten rankings include Guidance and Counselling, Practice Teaching in the School Library Field, Elementary School Curriculum, Adolescent Psychology, Adolescent Development, Curriculum Development and Planning, Secondary School Curriculum, and Child Development.

Dropping from the top to the bottom of the lists are courses in Educational Psychology, Practice Teaching in subject fields, and Educational Methods courses. Remaining at the bottom of the list are the courses in History of Education, Social Foundations of Education, and Comparative Education. Moving up into higher ratings are courses in Tests and Measurement, and Statistical Methods.

These straws in the wind reflecting the thinking of experienced school

Chart 11

Rank Order of Education Courses Rated Most Useful and Highly Recommended

Composite Rank:		
Courses Rated Most Useful	Courses Recommended	Education Courses Taken by School Librarians
1	19	Educational psychology
3	18	Practice teaching - subject fields
6	12	Child psychology
6	4	Audio-visual methods
6	19	Educational methods courses
7	10	Child development
7	9	Curriculum development and planning
9	10	Secondary school curriculum
10	7	Practice teaching - school library
10	2	Methods of teaching reading
11	8	Adolescent psychology
11	12	Philosophy of education
11	9	Adolescent development
12	11	Psychology of learning
13	7	Elementary school curriculum
13	6	Guidance and counselling
14	18	History of education
14	14	Special education
16	11	Tests and measurement
18	1	Remedial reading
20	17	Social foundations of education
20	13	Statistical methods
22	18	Comparative education

TABLE: ~~35~~ 61

Rating of Courses in Education Recommended for Librarians Serving as Materials Specialists in 175 Elementary Schools

	Courses	Courses Recommended for I.M.C.* Personnel
		%
1.	Methods of teaching reading	28.1
2.	Remedial reading	27.8
3.	Audio-visual methods	24.5
4.	Practice teach: school library	23.9
5.	Elementary school curriculum	21.0
6.	Guidance and couselling	20.5
7.	Curriculum development and planning	14.7
8.	Child development	11.8
9.	Child psychology	11.3
10.	Adolescent psychology	10.2
11.	Tests and measurement	9.6
12.	Psychology of learning	9.5
13.	Special education (Hard of hearing, Exceptional)	8.9
14.	Philosophy of education	8.4
15.	Adolescent development	7.9
16.	Education methods courses	6.7
17.	Statistical methods	6.6
18.	Secondary school curriculum	6.6
19.	Social foundations of education	5.0
20.	History of education	5.0
21.	Comparative education	4.9
22.	Practice teaching: subject area fields	4.8
23.	Education psychology	4.5

* Instructional Materials Center

% per cent answered out of 175 Elementary School Librarians

TABLE: 62

Rating of Courses in Education Recommended for Librarians Serving as Materials Specialists in 15 Elementary-Junior High Schools

	Courses	Courses Recommended for I.M.C.* Personnel %
1.	Remedial reading	30.6
2.	Elementary school curriculum	28.4
3.	Secondary school curriculum	28.4
4.	Child development	21.3
5.	Philosophy of education	21.3
6.	Statistical methods	21.3
7.	Guidance and counselling	15.3
8.	Methods of teaching reading	15.3
9.	Adolescent development	15.2
10.	Curriculum development and planning	15.2
11.	Adolescent psychology	14.2
12.	Audio-visual methods	13.2
13.	Psychology of learning	13.2
14.	Tests and measurement	7.6
15.	Education psychology	7.1
16.	Social foundations of education	7.1
17.	History of education	7.1
18.	Comparative education	7.1
19.	Child psychology	7.1
20.	Practice teach: school library	6.6
21.	Special education (hard of hearing, Exceptional)	6.6
22.	Educational methods courses	----
23.	Practice teaching: subject area fields	----

* Instructional Materials Center

% per cent answered out of 15 Elementary-Junior High School Librarians

TABLE: 63 [redacted]

Rating of Courses in Education Recommended for Librarians Serving as Materials Specialists in 104 Junior High Schools

	Courses	Course Recommended for I.M.C.* Personnel %
1.	Remedial reading	36.5
2.	Methods of teaching reading	31.5
3.	Secondary school curriculum	23.0
4.	Practice teach: school library	24.8
5.	Audio-visual methods	21.9
6.	Adolescent psychology	20.0
7.	Curriculum development and planning	19.2
8.	Guidance and counselling	19.2
9.	Adolescent development	18.2
10.	Elementary school curriculum	14.0
11.	Psychology of learning	13.2
12.	Special education (hard of hearing, Exceptional)	11.4
13.	Tests and measurement	11.1
14.	Child psychology	11.0
15.	Child development	9.0
16.	Philosophy of education	9.0
17.	Statistical methods	8.0
18.	Social foundations of education	6.0
19.	Practice teaching: subject area fields	5.7
20.	Comparative education	5.0
21.	History of education	1.0
22.	Educational methods courses	----
23.	Educational psychology	----

* Instructional Materials Center

% per cent answered out of 104 Junior High School Librarians

TABLE [redacted] 64

Rating of Courses in Education Recommended for Librarians Serving as Materials Specialists in 31 Junior-Senior High Schools

	Courses	Courses Recommended for I.M.C.* Personnel %
1.	Methods of teaching reading	38.6
2.	Remedial reading	38.6
3.	Practice teach: school library	32.4
4.	Curriculum development and planning	32.1
5.	Adolescent psychology	29.0
6.	Adolescent development	28.9
7.	Audio-visual methods	25.6
8.	Guidance and counselling	22.5
9.	Elementary school curriculum	22.5
10.	Tests and measurement	15.6
11.	Secondary school curriculum	13.3
12.	Child psychology	12.8
13.	Statistical methods	12.8
14.	Special education (Hard of hearing, Exceptional)	9.6
15.	Comparative education	6.4
16.	Social foundations of education	4.4
17.	Child development	3.2
18.	Philosophy of education	3.2
19.	Educational methods courses	----
20.	Educational psychology	----
21.	History of education	----
22.	Practice teaching: subject area fields	----
23.	Psychology of learning	----

* Instructional Materials Center

% per cent answered out of 31 Junior-Senior High School Librarians

TABLE: 65

Rating of Courses in Education Recommended for Librarians Serving as Materials Specialists in 172 Senior High Schools

	Courses	Courses Recommended for I.M.C.* Personnel %
1.	Remedial reading	27.0
2.	Methods of teaching reading	27.0
3.	Audio-visual methods	25.1
4.	Guidance and counselling	23.4
5.	Adolescent development	21.7
6.	Secondary school curriculum	20.4
7.	Curriculum development and planning	19.3
8.	Practice teaching in school library	18.1
9.	Adolescent psychology	16.9
10.	Tests and measurement	9.8
11.	Child development	9.2
12.	Elementary school curriculum	8.6
13.	Psychology of learning	8.0
14.	Child psychology	7.9
15.	History of education	6.3
16.	Comparative education	6.2
17.	Statistical methods	5.7
18.	Special education (Hard of hearing, Exceptional)	5.0
19.	Philosophy of education	4.6
20.	Social foundations of education	4.5
21.	Educational psychology	3.3
22.	Practice teaching: subject area fields	1.6
23.	Educational methods courses	1.0

* Instructional Materials Center

% er cent answered out of 172 Senior High School Librarians

TABLE: 66

Rating of Courses in Education Recommended for Librarians Serving as Materials Specialists in 18 Grades 1-12 Schools

	Courses	Courses Recommended for I.M.C* Personnel %
1.	Guidance and counselling	44.3
2.	Methods of teaching reading	38.8
3.	Audio-visual methods	38.7
4.	Remedial reading	33.3
5.	Practice teach in school library	27.6
6.	Adolescent psychology	22.1
7.	Elementary school curriculum	21.1
8.	Adolescent development	22.0
9.	Child development	22.0
10.	Child psychology	16.6
11.	Secondary school curriculum	16.6
12.	Statistical methods	16.6
13.	Tests and measurement	16.6
14.	Curriculum development and planning	11.1
15.	Psychology of learning	11.1
16.	Special education (Hard of hearing, Exceptional)	11.1
17.	Educational methods courses	5.5
18.	Educationalpsychology	5.5
19.	Social foundations of education	5.5
20.	Comparative education	----
21.	History of education	----
22.	Philosophy of education	----
23.	Practice teaching: subject area fields	----

* Instructional Materials Center

% per cent answered out of 18 Grades 1-12 Schools Librarians

TABLE: 67

Rating of Courses in Education Recommended for Supervisor Serving as Materials Specialists in 33 District Instructional Materials Centers

	Courses	Courses Recommended for I.M.C.* Personnel
		%
1.	Audio-visual methods	36.1
2.	Methods of teaching reading	30.9
3.	Remedial reading	30.9
4.	Elementary school curriculum	29.6
5.	Practice teach in school library	27.1
6.	Child development	26.6
7.	Guidance and counselling	24.0
8.	Tests and measurement	23.9
9.	Statistical methods	23.2
10.	Adolescent psychology	22.2
11.	Child psychology	22.2
12.	Practice teaching: subject area fields	21.0
13.	Adolescent development	20.6
14.	Curriculum development and planning	17.1
15.	Psychology of learning	15.1
16.	Social foundations of education	10.0
17.	Special education (Hard of hearing, Exceptional)	9.0
18.	Secondary school curriculum	7.4
19.	Philosophy of education	6.6
20.	History of education	6.6
21.	Comparative education	3.3
22.	Educational psychology	3.3
23.	Educational methods courses	3.0

* Instructional Materials Center

% per cent answered out of 33 District Instructional Materials Center Supervisors

TABLE: 68

Comparative Table of Courses in Education Recommended for Librarians Serving as Material Specialists in Various Types of Libraries

Courses Recommended	175 Elementary Schools		15 Elementary-Junior High Schools		104 Junior High Schools		31 Junior-Senior High Schools		172 Senior High Schools		18 Grades 1-12 Schools		33 District Instructional Materials Center	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Methods of teaching reading	28.1	(1)	15.3	(8)	31.5	(2)	38.6	(1)	27.0	(2)	38.8	(2)	30.9	(2)
Remedial reading	27.8	(2)	30.6	(1)	36.5	(1)	38.6	(2)	27.0	(1)	33.3	(3)	30.9	(3)
Audio-visual methods	24.5	(3)	13.2	(12)	21.9	(5)	25.6	(7)	25.1	(3)	38.7	(3)	36.1	(1)
Practice teach: school library	23.9	(4)	6.6	(20)	24.8	(4)	32.4	(3)	18.1	(8)	27.6	(5)	27.1	(5)
Elementary school curriculum	21.0	(5)	28.4	(2)	14.0	(10)	22.5	(9)	8.6	(12)	21.1	(7)	29.6	(4)
Guidance and couselling	20.5	(6)	15.3	(7)	19.2	(8)	22.5	(8)	23.4	(4)	44.3	(1)	24.0	(7)
Curriculum development and planning	14.7	(7)	15.2	(10)	19.2	(7)	32.1	(4)	19.3	(7)	11.1	(14)	17.1	(14)
Child development	11.8	(8)	21.3	(4)	9.0	(15)	3.2	(17)	9.2	(11)	22.0	(9)	26.6	(6)
Child psychology	11.3	(9)	7.1	(19)	11.0	(14)	12.8	(12)	7.9	(14)	16.6	(10)	22.2	(11)
Adolescent psychology	10.2	(10)	14.2	(11)	20.0	(6)	29.0	(5)	16.9	(9)	22.1	(6)	22.2	(10)
Tests and measurement	9.6	(11)	7.6	(14)	11.1	(13)	15.6	(10)	9.8	(10)	16.6	(13)	23.9	(8)
Psychology of learning	9.5	(12)	13.2	(13)	13.2	(11)	----		8.0	(13)	11.1	(15)	15.1	(15)
Special education (Hard of hearing, Exceptional)	8.9	(13)	5.6	(21)	11.4	(12)	9.6	(14)	5.0	(18)	11.1	(16)	9.0	(17)
Philosophy of education	8.4	(14)	21.3	(5)	9.0	(16)	3.2	(18)	4.6	(19)	----		6.6	(19)
Adolescent development	7.9	(15)	15.2	(9)	18.2	(9)	28.9	(6)	21.7	(5)	22.0	(8)	20.6	(13)
Educational methods courses	6.7	(16)	----		----		----		1.0	(23)	5.5	(17)	3.0	(23)
Statistical methods	6.6	(17)	21.3	(6)	8.0	(17)	12.8	(13)	5.7	(17)	16.6	(12)	23.2	(9)
Secondary school curriculum	6.6	(18)	28.4	(3)	23.0	(3)	13.3	(11)	20.4	(6)	16.6	(11)	7.4	(18)
Social foundations of education	5.0	(19)	7.1	(16)	6.0	(18)	4.4	(16)	4.5	(20)	5.5	(19)	10.0	(16)
History of education	5.0	(20)	7.1	(17)	1.0	(21)	----		6.3	(15)	----		6.6	(20)
Comparative education	4.9	(21)	7.1	(18)	5.0	(20)	6.4	(15)	6.2	(16)	----		3.3	(21)
Practice teaching: subject area field	4.8	(22)	----		5.7	(19)	----		1.6	(22)	----		21.0	(12)
Education psychology	4.5	(23)	7.1	(15)	----		----		3.3	(21)	5.5	(18)	3.3	(22)

librarians coincide with the thinking of some school library educators who believe that school librarians need courses in curriculum planning, reading methods, guidance and counselling, audio-visual methods, and practice teaching in the school library field rather than practice teaching in subject fields. This could be interpreted to mean that the prescribed curriculum in education for school librarians does not necessarily need to be exactly the same as that for the classroom teacher. Librarians, however, indicate a need for courses in education that will enable them to work more effectively with teachers in curriculum planning and in guiding students in the use of all types of instructional materials - print and nonprint - in terms of student needs and interests.

Professional Courses in Library Science

Compiling a composite list of titles of undergraduate and graduate courses in librarianship was not as simple as it might seem. Not only did titles for the same course vary greatly, but descriptions of courses indicated that titles were sometimes misleading. From the catalogs of all the accredited library schools and representative catalogs of undergraduate courses offered throughout the country, the most descriptive terms were used to simplify checking.

A very consistent pattern was found of the rating of all the 541 school librarians who checked the thirty-five courses in library science offered, taken, and found most useful in their library work. These ratings are found in Tables 69, 70, 71, 72, 73, 74, and 75 on pages 257 to 263. A comparative ranking of these tables is found on Chart 12. The only exception were special courses for specific age groups such as materials and services for children, for young adults, or for adults, and for the course in storytelling. These were rated higher or lower by elementary, junior, or senior high school

TABLE: 69

Rating of Professional Courses in Library Science Taken by 175 Elementary School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Cataloging and classification	90.8	(1)	3.9	(16)	94.7	(1)
Reference materials and services	84.5	(2)	9.1	(5)	93.6	(2)
Selection and use of printed materials for children	75.2	(3)	5.7	(11)	80.9	(3)
School Library administration and organization	72.9	(4)	5.0	(15)	77.9	(4)
History of children's literature	64.6	(5)	8.5	(7)	73.1	(5)
General library administration	57.0	(6)	9.7	(3)	66.7	(6)
Library services to children	46.2	(7)	3.9	(17)	50.1	(7)
Function of the library in the school	38.9	(8)	5.1	(13)	44.0	(11)
Audio-visual services and equipment	36.1	(9)	10.2	(2)	46.3	(8)
Selection and use of audio-visual materials for children	35.4	(10)	6.2	(10)	41.6	(10)
Selection and use of printed materials for young adults	33.0	(11)	9.6	(4)	42.6	(9)
Story telling	30.2	(12)	3.9	(19)	34.1	(12)
Selection of materials for teachers	20.0	(13)	1.6	(29)	21.6	(16)
Internship in the school library (credit course)	19.4	(14)	---	(36)	19.4	(19)
History of books and printing	17.7	(15)	15.4	(1)	23.1	(14)
Literature of the social science	17.2	(16)	1.1	(32)	18.2	(21)
Administration of instructional materials center	17.1	(17)	2.2	(25)	19.3	(20)
Practice work or field work (required but non credit	17.0	(18)	3.9	(18)	20.9	(17)
Research methods	16.5	(19)	9.0	(6)	25.5	(13)
Selection and use of adult materials	15.4	(20)	7.3	(8)	22.7	(15)
History of libraries	14.2	(21)	5.6	(12)	19.8	(18)
Library services to young adults	14.2	(22)	2.8	(22)	17.0	(22)
Physical problems of libraries	13.0	(23)	3.4	(20)	16.4	(23)
Literature of the sciences	12.6	(24)	1.6	(28)	14.2	(24)
Literature of humanities	12.5	(25)	1.0	(35)	13.5	(25)
Library resources	11.4	(26)	1.7	(27)	13.1	(26)
Selection and use of audio-visual materials for young adults	9.1	(27)	2.8	(24)	11.9	(28)
Communication roles and responsibilities of libraries	8.5	(28)	3.3	(21)	11.8	(29)
Library in society	6.2	(29)	6.8	(9)	13.0	(27)
Government documents	5.6	(30)	5.0	(14)	10.6	(30)
Research studies in reading	5.0	(31)	2.8	(23)	7.8	(31)
Larger units of library organization	4.5	(32)	1.1	(31)	5.6	(32)
**Adult education	2.8	(33)	2.2	(26)	5.0	(33)
**Adult education	.5		1.0	(33)	1.5	(36)
Library automation	1.7	(34)	1.0	(34)	2.7	(35)
Documentation	1.6	(35)	1.1	(30)	2.7	(34)

% percent answered out of 175 Elementary Schools Librarian

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education.

TABLE: 70

Rating of Professional Courses in Library Science Taken by 14 Elementary-Junior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Reference materials and services	107.6	(1)	22.9	(4)	130.5	(1)
Cataloging and classification	99.9	(2)	15.3	(8)	115.2	(2)
Selection and use of printed materials for children	92.8	(3)	14.2	(11)	107.0	(3)
History of children's literature	85.7	(4)	14.2	(9)	99.9	(4)
Library services to children	78.5	(5)	7.1	(21)	85.6	(5)
School library administration and organization	71.4	(6)	14.2	(10)	85.6	(6)
Audio-visual services and equipment	64.2	(7)	21.3	(5)	85.5	(7)
General library administration	61.4	(8)	----		61.4	(9)
History of books and printing	49.9	(9)	29.5	(2)	79.4	(8)
Selection and use of printed materials for young adults	42.8	(10)	14.2	(18)	57.0	(10)
Selection and use of adult materials	42.7	(11)	----		42.7	(16)
History of libraries	35.6	(12)	21.3	(6)	56.9	(11)
Library services to young adults	35.6	(13)	7.1	(17)	42.7	(14)
Story telling	35.6	(14)	7.1	(23)	42.7	(17)
Practice work or field work (required but non-credit)	35.6	(15)	7.1	(19)	42.7	(15)
Internship in the school library (credit course)	28.5	(16)	7.1	(15)	35.6	(19)
Selection and use of audio-visual materials for children	28.5	(17)	21.3	(7)	49.8	(12)
Literature of humanities	21.4	(18)	----		21.4	(22)
Library resources	21.4	(19)	7.1	(16)	28.5	(20)
Administration of instructional materials center	21.3	(20)	----		21.3	(23)
Function of the library in the school	21.3	(21)	7.1	(13)	28.4	(21)
**Adult education	14.2	(22)	----	(25)	14.2	(25)
** Adult education	7.1	(28)	----		7.1	(30)
Library in society	14.2	(23)	28.5	(3)	42.7	(13)
Literature of the sciences	14.2	(24)	----		14.2	(26)
Literature of the social sciences	14.2	(25)	----		14.2	(27)
Physical problems of libraires	14.2	(26)	7.1	(18)	21.3	(24)
Research methods	14.2	(27)	----		14.2	(28)
Communication roles and responsibilities of libraries	7.1	(29)	29.5	(1)	36.6	(18)
Larger units of library organization	7.1	(30)	----		7.1	(32)
Research studies in reading	7.1	(31)	7.1	(20)	14.2	(29)
Selection and use of audio-visual materials for young adults	7.1	(32)	----		7.1	(33)
Documentation	----		----		----	
Government documents	----		7.1	(14)	7.1	(31)
Library automation	----		----		----	
Selection of materials for teachers	----		7.1	(22)	7.1	(34)

% per cent answered out of 14 Elementary-Junior High School Libraries

** **On the original questionnaire numbers 19 and 33 were both listed as Adult Education**

TABLE: 71

Rating of Professional Courses in Library Science Taken by 101 Junior High School Librarians

Courses	Most Useful %	Most Useful Rank	Some Value %	Some Value Rank	Total %	Total Rank
Reference materials and services	96.0	(1)	9.8	(14)	105.8	(2)
Cataloging and classification	91.9	(2)	14.7	(6)	106.6	(1)
School library administration and organization	85.1	(3)	11.8	(9)	96.9	(3)
Selection and use of printed materials for children	77.1	(4)	9.8	(15)	86.9	(4)
Selection and use of printed materials for young adults	70.0	(5)	5.0	(27)	75.0	(6)
General library administration	68.2	(6)	15.8	(5)	84.0	(5)
Function of the library in the school	56.0	(7)	12.0	(8)	68.0	(8)
Audio-visual services and equipment	52.0	(8)	14.0	(7)	66.0	(9)
Library services to children	51.0	(9)	6.0	(22)	57.0	(12)
Selection and use of audio-visual materials for children	51.0	(10)	8.0	(17)	59.0	(10)
History of children's literature	48.0	(11)	24.0	(2)	72.0	(7)
Library services to young adults	44.0	(12)	6.0	(23)	50.0	(13)
History of books and printing	39.6	(13)	17.6	(3)	57.2	(11)
Selection and use of audio-visual materials for young adults	34.0	(14)	5.0	(29)	39.0	(17)
Research methods	32.0	(15)	11.0	(10)	43.0	(15)
Practice work or field work (required but non- credit)	31.2	(16)	1.0	(36)	32.2	(23)
Library resources	29.2	(17)	6.0	(25)	35.2	(19)
Selection of materials for teachers	28.6	(18)	5.8	(26)	34.4	(20)
Selection and use of adult materials	27.6	(19)	10.8	(12)	38.4	(18)
Story telling	26.0	(20)	16.0	(4)	42.0	(16)
Internship in the school library (credit course)	24.1	(21)	3.0	(34)	27.1	(27)
Literature of humanities	23.7	(22)	9.8	(13)	33.5	(22)
History of libraries	22.7	(23)	25.7	(1)	48.4	(14)
Physical problems of libraries	21.0	(24)	7.0	(19)	28.0	(26)
Administration of instructional materials center	20.7	(25)	7.8	(18)	28.5	(24)
Library in society	19.0	(26)	9.0	(16)	28.0	(25)
Literature of the social sciences	16.7	(27)	6.9	(20)	33.6	(21)
Government documents	15.0	(28)	11.0	(10)	26.0	(28)
Communication roles and responsibilities of libraries	13.7	(29)	6.8	(21)	20.5	(29)
Literature of the sciences	10.8	(30)	4.8	(31)	15.6	(30)
Larger units of library organization	9.0	(31)	5.0	(28)	14.0	(31)
**Adult education	6.8	(32)	1.9	(35)	8.7	(36)
**Adult education	----		---		----	
Documentation	6.0	(33)	4.0	(32)	10.0	(34)
Research studies in reading	6.0	(34)	6.0	(24)	12.0	(32)
Library automation	5.0	(35)	4.0	(33)	9.0	(35)

% per cent answered out of 101 Junior High School librarians.

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education

TABLE: 72

Rating of Professional Courses in Library Science Taken by 31 Junior-Senior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Cataloging and classification	99.9	(1)	6.4	(12)	106.3	(1)
Reference materials and services	96.7	(2)	3.2	(22)	99.9	(2)
Selection and use of printed materials for young adults	80.6	(3)	3.	(29)	83.8	(3)
General library administration	70.9	(4)	9.6	(6)	80.5	(4)
School library administration and organization	64.4	(5)	3.2	(24)	67.6	(5)
Selection and use of printed materials for children	64.4	(6)	3.2	(28)	67.6	(6)
Library services to young adults	51.5	(7)	6.4	(14)	57.9	(9)
Selection and use of adult materials	51.5	(8)	3.2	(25)	54.7	(13)
Literature of humanities	48.3	(9)	9.6	(8)	57.9	(10)
Audio-visual services and equipment	45.1	(10)	9.6	(5)	54.7	(11)
Function of the library in the school	45.1	(11)	6.4	(13)	51.5	(14)
Literature of the social sciences	45.1	(12)	9.6	(10)	54.7	(12)
History of children's literature	41.8	(13)	22.5	(2)	64.3	(7)
Library services to children	41.8	(14)	3.2	(19)	45.0	(18)
Selection and use of audio-visual materials for children	38.7	(15)	3.2	(26)	41.9	(15)
Library resources	38.6	(16)	----		38.6	(19)
Selection and use of audio-visual materials for young adults	38.6	(17)	3.2	(27)	41.8	(16)
History of books and printing	35.4	(18)	26.1	(1)	61.5	(8)
History of libraries	35.4	(19)	9.6	(7)	45.0	(17)
Research methods	32.2	(20)	3.2	(23)	35.4	(21)
Literature of the sciences	29.0	(21)	9.6	(9)	38.6	(20)
Selection of materials for teachers	27.7	(22)	3.2	(30)	30.9	(22)
Practice work or field work (required but non-credit)	25.8	(23)	3.2	(21)	29.0	(23)
Internship in the school library (credit course)	25.7	(24)	----		25.7	(26)
Communication roles and responsibilities of libraries	19.4	(25)	----		19.4	(27)
Administration of instructional materials center	16.1	(26)	----		16.1	(30)
**Adult education	12.9	(27)	3.2	(17)	16.1	(31)
**Adult education	3.2	(33)	6.4	(11)	9.6	(33)
Library in society	12.9	(28)	12.9	(3)	25.8	(24)
Research studies in reading	12.9	(29)	6.4	(15)	19.3	(28)
Government documents	12.9	(30)	12.8	(4)	25.7	(25)
Physical problems of libraries	12.8	(31)	3.2	(21)	16.0	(32)
Story telling	12.8	(32)	6.4	(16)	19.2	(29)
Larger units of library organization	3.2	(34)	----		3.2	(35)
Library automation	----		----		----	
Documentation	----		3.2	(18)	3.2	(34)

% per cent answered out of 31 Junior-Senior High School Librarians

**On the original questionnaire numbers 19 and 33 were both listed as Adult Education

79

TABLE: [redacted]

Rating of Professional Courses in Library Science Taken by 173 Senior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Reference materials and services	106.5	(1)	6.4	(18)	112.9	(2)
Cataloging and classification	97.8	(2)	34.8	(1)	132.6	(1)
School library administration and organization	81.9	(3)	2.1	(31)	84.0	(4)
Selection and use of printed materials for young adults	80.5	(4)	4.0	(26)	84.5	(3)
General library administration	60.4	(5)	15.6	(6)	76.0	(5)
Selection and use of printed materials for children	58.9	(6)	11.9	(10)	70.7	(6)
Function of the library in the school	50.1	(7)	9.8	(13)	59.9	(8)
History of children's literature	43.0	(8)	17.9	(4)	60.9	(7)
Selection and use of adult materials	42.8	(9)	10.6	(12)	53.4	(10)
Library services to young adults	42.3	(10)	7.0	(14)	49.3	(13)
Audio-visual services and equipment	40.0	(11)	15.0	(7)	55.0	(9)
Literature of humanities	34.4	(12)	5.2	(23)	39.6	(14)
Selection and use of audio-visual materials for young adults	30.0	(13)	4.0	(28)	34.0	(18)
History of books and printing	29.4	(14)	22.4	(3)	51.8	(11)
Literature of the social sciences	29.1	(15)	6.4	(19)	35.5	(16)
Library services to children	28.7	(16)	5.2	(24)	33.9	(19)
Selection of materials for teachers	28.5	(17)	4.0	(27)	32.5	(21)
Literature of the sciences	27.3	(18)	6.4	(20)	33.7	(20)
History of libraries	25.4	(19)	25.4	(2)	50.8	(12)
Practice work or field work (required non-credit)	25.2	(20)	6.2	(21)	31.4	(24)
Research methods	24.4	(21)	14.2	(9)	38.6	(15)
Selection and use of audio-visual materials for children	20.5	(22)	11.2	(11)	31.7	(22)
Story telling	19.6	(23)	14.9	(8)	34.5	(17)
Physical problems of libraries	17.2	(24)	6.4	(17)	23.6	(25)
Communication roles and responsibilities of libraries	15.5	(25)	6.8	(16)	22.3	(26)
Library resources	15.1	(26)	5.2	(22)	20.3	(27)
Library in society	14.7	(27)	17.0	(5)	31.7	(23)
Internship in school library (credit)	14.0	(28)	1.0	(34)	15.0	(29)
Administration of instructional materials center	11.5	(29)	2.2	(29)	13.7	(30)
Government documents	11.5	(30)	6.9	(15)	18.4	(28)
Larger units of library organization	8.8	(31)	4.6	(25)	13.4	(31)
Research studies in reading	6.9	(32)	2.2	(30)	9.1	(32)
Documentation	6.4	(33)	1.1	(31)	7.5	(33)
**Adult education	5.1	(34)	1.1	(33)	6.2	(34)
**Adult education	3.9	(35)	1.0	(35)	5.7	(35)
Library automation	.5	(36)	.5	(36)	1.0	(36)

% per cent answered out of 173 Senior High School Librarians

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education

74

TABLE: [redacted]

Rating of Professional Courses in Library Science Taken by 18 Schools Grades 1-12 Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Reference materials and services	99.9	(1)	---		99.9	(1)
Cataloging and classification	94.3	(2)	---		94.3	(2)
School library administration and organization	88.8	(3)	---		88.8	(3)
Selection and use of printed materials for children	77.6	(4)	----		77.6	(5)
Selection and use of printed materials for young adults	66.6		---		66.6	(7)
General library administration	66.5	(6)	16.6	(1)	83.1	(4)
History of children's literature	61.0	(7)	11.1	(3)	72.1	(6)
Library services to children	59.9	(8)	---		59.9	(8)
Library services to young adults	49.9	(9)	---		49.9	(9)
Function of the library in the school	44.3	(10)	5.5	(9)	49.8	(10)
Selection and use of adult materials	33.3	(11)	5.5	(12)	38.8	(12)
Library resources	33.2	(12)	---		33.2	(17)
Story telling	33.2	(13)	5.5	(14)	38.7	(13)
Audio-visual services and equipment	27.7	(14)	5.5	(8)	33.2	(14)
History of books and printing	27.7	(15)	16.6	(2)	44.3	(11)
Internship in the school library (credit course)	27.7	(16)	---		27.7	(19)
Literature of humanities	27.7	(17)	5.5	(11)	33.2	(15)
Physical problems of libraries	27.7	(18)	---		27.7	(20)
Practice work or field work (required but non-credit)	27.7	(19)	---		27.7	(21)
Selection and use of audio-visual materials for young adults	27.7	(20)	---		27.7	(24)
Selection of materials for teachers	27.7	(21)	---		27.7	(22)
Literature of the social sciences	22.2	(22)	10.0	(6)	32.2	(16)
Selection and use of audio-visual materials for children	22.1	(23)	5.5	(13)	27.6	(23)
Administration of instructional materials center	16.6	(24)	---		16.6	(27)
Communication roles and responsibilities of libraries	16.6	(25)	---		16.6	(28)
Government documents	16.6	(26)	5.5	(10)	22.1	(26)
History of libraries	16.6	(27)	11.1	(4)	27.7	(18)
Library in society	16.6	(28)	----		16.6	(29)
Research methods	16.6	(29)	----		16.6	(30)
**Adult education	11.1	(30)	----		11.1	(21)
Adult education	5.5	(33)	5.5	(7)	10.0	(32)
**Literature of the sciences	11.1	(31)	11.1	(5)	22.2	(25)
Reseach studies in reading	10.0	(32)	----	(31)	10.0	(33)
Larger units of library organization	5.5	(34)	----		5.5	(34)
Documentation	----		----		----	
Library automation	----		----		----	

% per cent answered out of 18 schools grades 1-12 librarians

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education

TABLE: 75

Rating of Professional Courses in Library Science Taken by 29 Supervisors of the District Instructional Materials Center

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Reference materials and services	71.3	(1)	----	(35)	71.3	(2)
Cataloging and classification	64.2	(2)	10.7	(7)	74.9	(1)
Selection and use of printed materials for children	62.0	(3)	3.4	(30)	65.4	(3)
School library administration and organization	58.5	(4)	3.4	(28)	61.9	(6)
Selection and use of printed materials--young adults	58.5	(5)	6.8	(18)	65.3	(4)
General library administration	46.4	(6)	14.2	(4)	60.6	(7)
Library services to children	44.8	(7)	3.4	(25)	48.2	(9)
History of children's literature	37.8	(8)	20.5	(2)	58.3	(8)
Audio-visual services and equipment	37.5	(9)	10.2	(10)	46.7	(10)
Selection and use of adult materials	34.4	(10)	10.3	(9)	44.7	(11)
Function of the library in the school	34.3	(11)	6.8	(12)	41.1	(13)
Library services to young adults	31.0	(12)	6.8	(14)	37.8	(29)
Selection and use of audio-visual materials for children	30.9	(13)	3.4	(29)	64.3	(5)
Selection and use of audio-visual materials for young adults	29.9	(14)	3.4	(31)	22.3	(15)
Selection of materials for teachers	24.0	(15)	----		24.0	(23)
History of books and printing	20.6	(16)	26.0	(1)	41.2	(12)
Literature of the social sciences	20.6	(17)	6.8	(16)	27.4	(18)
Literature of the sciences	20.6	(18)	3.4	(26)	24.0	(24)
Research methods	20.6	(19)	17.1	(3)	37.7	(14)
Literature of humanities	20.5	(20)	6.8	(15)	27.3	(20)
Practice work or field work (required but non-credit)	20.5	(21)	3.4	(27)	24.9	(21)
Administration of instructional materials center	17.2	(22)	6.8	(11)	24.0	(22)
History of libraries	17.1	(23)	13.7	(6)	30.8	(16)
Physical problems of libraries	17.1	(24)	10.3	(8)	27.4	(19)
Communication roles and responsibilities of libraries	13.7	(25)	----		13.7	(30)
Government documents	13.7	(26)	13.7	(5)	27.4	(17)
Internship in the school library (credit)	13.7	(27)	3.4	(22)	17.1	(25)
Library resources	13.7	(28)	3.4	(24)	17.1	(27)
Story telling	13.7	(29)	6.8	(19)	20.5	(25)
Larger units of library organization	10.2	(30)	3.4	(23)	13.6	(31)
Library in society	10.2	(31)	6.8	(13)	17.0	(28)
Documentation	3.4	(32)	3.4	(21)	6.8	(32)
**Adult education	----		----		----	
**Adult education	----		3.4	(20)	3.4)	(34)
Library automation	----		----		----	
Research studies in reading	----		6.8	(17)	6.8	(33)

% per cent answered out of 29 District Instructional Materials Center Specialists

** On the original questionnaire numbers 19 and 33 were listed as Adult Education

Chart 12

Rank Order of Library Science Courses Rated Most Useful and Highly Recommended

Composite Rank: Courses Rated Most Useful	Courses Recommended	Library Science Courses Taken by School Librarians
1	34	Reference materials and services
2	31	Cataloging and classification
3	28	Selection and use of printed materials for children
4	29	School library administration and organization
5	25	General library administration
6	20	Selection of printed materials for young adults
7	33	History of children's literature
8	27	Library service to children
9	4	Audio-visual services and equipment
10	16	Function of the library in the school
11	26	Library service to young adults
12	30	Selection and use of adult materials
13	10	Selection of audio-visual materials for children
14	22	History of books and printing
15	14	Literature of the humanities
16	24	Field work - no credit
17	2	Selection of materials for teachers
18	5	Selection of audio-visual materials for young adults
19	15	Literature of the social sciences
20	8	Story telling

Chart 12 (cont)

Rank Order of Library Science Courses Rated Most Useful and Highly Recommended

Composite Rank: Courses Rated Most Useful	Courses Recommended	Library Science Courses Taken by School Librarians
21	19	Library resources
22	32	History of libraries
23	3	Internship in school libraries - for credit
24	13	Research methods
25	1	Administration of an IMC
26	11	Physical problems of libraries
27	12	Literature of the sciences
28	7	Communication role of libraries
29	9	Research studies in reading
30	21	The library in society
31	18	Government documents
32	23	Larger units of library organization
33	35	Adult education
34	17	Documentation
35	6	Library automation

librarians depending on the age group with whom they worked. None of these special courses, however, were rated at the bottom of the list by any of the librarians.

The courses that were found most useful were the standard basic courses offered in library education programs. They included (1) Reference, (2) Cataloging, (3) Selection of Printed and Audio-visual Materials for Children and Young Adults, (4) Library Services for Children and Young Adults, (5) School Library Administration and Organization, (6) general Library Administration, (7) Audio-visual Services and Equipment, and (8) the History of Children's Literature.

Specialized courses of more value for junior and senior high school librarians included (1) Literature of the Humanities, (2) Literature of the Social Sciences, (3) Selection and Use of Adult Materials, and (4) History of Books and Printing. It was interesting to note that of the courses taken, the course in the History of Books and Printing was rated higher by all school librarians than was the course in the Literature of the Sciences, but the latter course was rated higher by high school librarians than by others. The composite rating of the course on the History of Books and Printing was 14 while that of the Literature of the Sciences was 27 out of 35 courses taken by school librarians. Then when one compared these findings with Table 76 which lists the courses that are now recommended for librarians serving as materials specialists, the reverse pattern is found. Literature of the Sciences is there rated 12 but close to that of the Literature of the Humanities and Social Sciences which are 14 and 15, respectively, while the History of Books and Printing is rated 22nd out of 35 courses recommended.

The courses that are relatively new in graduate library schools and are not offered by all programs of library science or that relate primarily to public

TABLE : 76

Comparative Table of Courses in Library Science Recommended for Librarians Serving as Material Specialists in Various Types of Libraries

Courses Recommended	175 Elementary Schools		15 Elementary-Junior High Schools		104 Junior High Schools		31 Junior-Senior High Schools		172 Senior High Schools		18 Grades 1-12 Schools		33 District Instructional Materials Centers	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Administration of instructional materials center	30.1	(1)	21.3	(3)	39.4	(1)	42.8	(1)	40.2	(1)	44.3	(2)	41.1	(2)
Story telling	30.1	(2)	21.3	(10)	18.0	(14)	25.7	(9)	11.8	(22)	33.2	(7)	27.4	(6)
Selection and use of audio-visual materials for children	27.3	(4)	7.1	(28)	23.0	(9)	28.6	(7)	19.8	(12)	33.2	(5)	27.4	(7)
Selection of materials for teachers	29.7	(3)	35.6	(2)	34.4	(2)	32.2	(4)	28.4	(4)	27.7	(10)	20.5	(11)
Internship in the school library (credit course)	24.5	(5)	21.3	(6)	32.2	(3)	28.8	(6)	26.3	(6)	27.6	(11)	37.7	(3)
Physical problems of libraries	22.7	(6)	7.1	(25)	20.0	(11)	19.3	(13)	20.6	(11)	27.7	(9)	13.6	(18)
Communication roles and responsibilities of libraries	21.5	(7)	14.2	(11)	29.6	(5)	22.4	(11)	18.9	(14)	33.2	(6)	30.8	(4)
Audio-visual services and equipment	21.4	(8)	21.3	(4)	34.0	(7)	25.7	(8)	22.1	(9)	44.3	(3)	30.8	(5)
Selection and use of audio-visual materials for young adults	17.5	(9)	35.6	(1)	32.0	(4)	19.2	(16)	33.3	(3)	50.9	(1)	27.4	(8)
Literature of the sciences	16.9	(10)	21.3	(8)	25.6	(6)	16.1	(17)	27.8	(5)	10.0	(25)	13.6	(20)
Library resources	16.4	(11)	14.2	(15)	13.0	(20)	9.6	(27)	12.8	(19)	10.0	(26)	10.2	(23)
Literature of humanities	15.9	(12)	7.1	(24)	17.6	(15)	12.8	(25)	22.4	(7)	10.0	(24)	23.9	(9)
Literature of the social sciences	15.9	(13)	14.2	(16)	19.6	(12)	19.2	(15)	22.2	(8)	5.5	(33)	17.0	(15)
Function of the library in the school	15.3	(14)	7.1	(21)	16.0	(17)	22.5	(10)	13.9	(17)	21.1	(13)	10.2	(24)
Library services to children	14.2	(15)	----		8.0	(29)	3.6	(28)	3.8	(33)	21.1	(14)	6.8	(27)
Research studies in reading	14.1	(16)	21.3	(9)	19.0	(13)	28.9	(5)	16.2	(15)	39.8	(4)	23.9	(10)
Library automation	13.0	(17)	21.3	(7)	24.0	(8)	35.3	(2)	34.2	(2)	27.7	(8)	48.1	(1)
Research methods	12.8	(18)	21.0	(26)	14.0	(19)	35.3	(3)	20.6	(10)	26.6	(12)	----	
History of books and printing	12.4	(19)	14.2	(13)	11.6	(23)	12.8	(24)	7.4	(26)	----		3.4	(30)
Documentation	10.1	(20)	14.2	(12)	10.0	(25)	16.0	(19)	12.2	(21)	10.0	(21)	----	

76
TABLE: [redacted] (Continued)

Comparative Table of Courses in Library Science Recommended for Librarians Serving as Material Specialists in Various Types of Libraries

Courses Recommended	175 Elementary Schools		15 Elementary-Junior High Schools		104 Junior High Schools		31 Junior-Senior High Schools		172 Senior High Schools		18 Grades 1-12 Schools		33 District Instructional Materials Center	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Larger units of library organization	9.6	(21)	7.1	(22)	12.0	(22)	22.4	(12)	13.4	(18)	16.5	(18)	13.6	(19)
Selection and use of audio-visual materials for young adults	9.5	(22)	14.2	(18)	----		----		----		----		----	
Practice work or field work (required but non-credit)	9.0	(23)	14.2	(17)	12.0	(21)	9.6	(29)	12.2	(20)	16.6	(17)	6.8	(29)
General library administration	7.9	(24)	7.6	(19)	1.9	(35)	----		6.2	(30)	5.5	(13)	17.6	(14)
**Adult education	7.8	(25)	7.1	(20)	8.6	(27)	12.8	(23)	7.3	(27)	5.5	(29)	13.7	(17)
**Adult education	3.8	(35)	----		5.0	(32)	9.6	(32)	----		5.5	(30)	10.2	(22)
History of libraries	7.8	(26)	----		6.6	(31)	9.6	(26)	6.2	(28)	----		----	
Library in society	7.8	(27)	14.2	(14)	9.0	(26)	16.0	(22)	10.0	(23)	10.0	(23)	17.0	(16)
School library administration and organization	6.7	(28)	----		6.7	(30)	16.1	(18)	6.2	(29)	5.5	(34)	20.4	(12)
Reference materials and services	6.2	(29)	----		1.8	(36)	----		3.2	(34)	11.1	(20)	10.5	(21)
Government documents	6.1	(30)	21.3	(5)	20.0	(10)	16.6	(20)	19.6	(13)	5.5	(32)	8.8	(26)
Selection and use of printed materials for children	6.1	(31)	----		3.8	(33)	----		3.8	(32)	10.0	(27)	3.4	(32)
Library services to young adults	5.6	(32)	7.1	(23)	15.0	(18)	16.0	(21)	14.4	(16)	10.0	(22)	2.8	(28)
Selection and use of adult materials	5.1	(33)	7.1	(27)	11.6	(24)	9.6	(30)	9.6	(24)	21.1	(15)	10.2	(25)
Cataloging and classification	4.5	(34)	----		2.8	(34)	----		2.6	(35)	11.1	(19)	17.7	(13)
History of children's literature	3.3	(36)	----		8.0	(28)	9.6	(31)	5.1	(31)	16.6	(16)	----	

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education

and academic libraries were rated lower by school librarians, but if taken were found to be useful. The ratings were basically the same for all those who checked the Schedule. Some of these courses included (1) Library Automation, (2) Documentation, (3) Adult Education, (4) Larger Units of Library Organization, (5) Government Documents, (6) the Library in Society, (7) Research Studies in Reading, (8) the Communication Role of Libraries, (9) Literature of the Sciences, (10) Physical Problems of the Library, (11) the Administration of an IMC, and (12) Research Methods.

Looking again at Table 76 on page 267, which is a composite of Tables 77, 78, 79, 80, 81, 82, and 83, on pages 270 to 276, it is clear that the traditional courses that school librarians have taken in the past and that have proven useful to them are not necessarily the same courses that they now wish they had taken or that they recommend for future school librarians who plan to direct school libraries as material centered programs of service for children and young adults. Instead, the reverse is found. Times have changed and so has curricula, methods of teaching, programs of services, and media needed to provide for modern programs of education. Library school offerings have expanded and emphasis and methods of teaching have changed or have been modified, reflecting the modern needs of school librarianship.

Since the library science course listings were checked only by school librarians who are employed in school libraries functioning as instructional materials centers, it is worth noting in the second column in Chart 12 on page 265 that the courses that they highly recommend as courses that should be taken are those emphasizing the multimedia approach to selection, services, and administration of an IMC and those that reflect the communications role of the library, library automation, research, physical problems of the library,

TABLE: 77

Rating of Professional Courses in Library Science Recommended for Librarians Serving as Instructional Materials Specialists in 175 Elementary Schools

	Courses	Courses Recommended for I.M.C.* Personnel
		%
1.	Administration of instructional materials center	30.1
2.	Story telling	30.1
3.	Selection of materials for teachers	29.7
4.	Selection and use of audio-visual materials for children	27.3
5.	Internship in the school library (credit course)	24.5
6.	Physical problems of libraries	22.7
7.	Communication roles and responsibilities of libraries	21.5
8.	Audio-visual services and equipment	21.4
9.	Selection and use of audio-visual materials for young adults	17.5
10.	Literature of the sciences	16.9
11.	Library resources	16.4
12.	Literature of humanities	15.9
13.	Literature of the social sciences	15.9
14.	Function of the library in the school	15.3
15.	Library services to children	14.2
16.	Research studies in reading	14.1
17.	Library automation	13.0
18.	Research methods	12.8
19.	History of books and printing	12.4
20.	Documentation	10.1
21.	Larger units of library organization	9.6
22.	Selection and use of ~~audio-visual~~ printed materials for ~~children~~ young people	9.5
23.	Practice work or field work (required but non-credit)	9.0
24.	General library administration	7.9
25.**	Adult education	7.8
26.	History of libraries	7.8
27.	Library in society	7.8
28.	School library administration and organization	6.7
29.	Reference materials and services	6.2
30.	Government documents	6.1
31.	Selection and use of printed materials for children	6.1
32.	Library services to young adults	5.6
33.	Selection and use of adult materials	5.1
34.	Cataloging and classification	4.5
35.**	Adult education	3.8
36.	History of children's literature	3.3

* Instructional Materials Center

% per cent answered out of 175 Elementary Schools Librarian

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education

TABLE: 78

Rating of Professional Courses in Library Science Recommended for Librarians Serving as Instructional Materials Specialists in 14 Elementary-Junior High Schools

	Courses	Courses Recommended for I.M.C.* Personnel %
1.	Selection and use of audio-visual materials for young adults	35.6
2.	Selection of materials for teachers	35.6
3.	Administration of instructional materials center	21.3
4.	Audio-visual services and equipment	21.3
5.	Government documents	21.3
6.	Internship in the school library (credit course)	21.3
7.	Library automation	21.3
8.	Literature of the sciences	21.3
9.	Research studies in reading	21.3
10.	Story telling	21.3
11.	Communication roles and responsibilities of libraries	14.2
12.	Documentation	14.2
13.	History of books and printing	14.2
14.	Library in society	14.2
15.	Library resources	14.2
16.	Literature of the social sciences	14.2
17.	Practice work or field work (required but non-credit)	14.2
18.	Selection and use of printed materials for young adults	14.2
19.	General library administration	7.6
20.**	Adult education	7.1
21.	Function of the library in the school	7.1
22.	Larger units of library organization	7.1
23.	Library services to young adults	7.1
24.	Literature of humanities	7.1
25.	Physical problems of libraries	7.1
26.	Research methods	7.1
27.	Selection and use of adult materials	7.1
28.	Selection and use of audio-visual materials for children	7.1
29.**	Adult education	---
30.	Cataloging and classification	---
31.	History of children's literature	---
32.	Library services to children	---
33.	Reference materials and services	---
34.	School library administration and organization	---
35.	Selection and use of printed materials for children	---
36.	History of libraries	---

% per cent answered out of 14 Elementary-Junior High School Librarians

* Instructional Materials Center

** On original questionnaire numbers 19 and 33 were listed as Adult Education

TABLE: 79

Rating of Professional Courses in Library Science Recommended for Librarians Serving as Instructional Materials Specialists in 101 Junior High Schools

	Courses	Courses Recommended for I.M.C.* Personnel
		%
1.	Administration of instructional materials center	39.4
2.	Selection of materials for teachers	34.4
3.	Internship in the school library (credit course)	32.2
4.	Selection and use of audio-visual materials for young adults	32.0
5.	Communication roles and responsibilities of libraries	29.6
6.	Literature of the sciences	25.6
7.	Aduio-visual services and equipment	24.0
8.	Library automation	24.0
9.	Selection and use of audio-visual materials for children	23.0
10.	Government documents	20.0
11.	Physical problems of libraries	20.0
12.	Literature of the social sciences	19.6
13.	Research studies in reading	19.0
14.	Story telling	18.0
15.	Literature of humanities	17.6
16.	Selection and use of printed materials for young adults	17.0
17.	Function of the library in the school	16.0
18.	Library services to young adults	15.0
19.	Research methods	14.0
20.	Library resources	13.0
21.	Practice work or field work (required but non-credit)	12.0
22.	Larger units of library organization	12.0
23.	History of books and printing	11.6
24.	Selection and use of adult materials	11.6
25.	Documentation	10.0
26.	Library in society	9.0
27.**	Adult education	8.6
28.	History of children's literature	8.0
29.	Library services to children	8.0
30.	School library administration and organization	6.7
31.	History of libraries	6.6
32.**	Adult education	5.0
33.	Selection and use of printed materials for children	3.8
34.	Cataloging and classification	2.8
35.	General library administration	1.9
36.	Reference materials and services	1.8

% per cent answered out of 101 Junior High School Librarians

* Instructional Materials Center

** On the original questionnaire numbers 19 and 33 were listed as Adult Education

TABLE: 80

Rating of Professional Courses in Library Science Recommended for Librarians Serving as Instructional Materials Specialists in 31 Junior-Senior High Schools

Courses	Courses Recommended for I.M.C.* Personnel
	%
1. Administration of instructional materials center	42.8
2. Library automation	35.3
3. Research methods	35.3
4. Selection of materials for teachers	32.2
5. Research studies in reading	28.9
6. Internship in the school library (credit course)	28.8
7. Selection and use of audio-visual materials for children	28.6
8. Aduio-visual services and equipment	25.7
9. Story telling	25.7
10. Function of the library in the school	22.5
11. Communication roles and responsibilities of libraries	22.4
12. Larger units of library organization	22.4
13. Physical problems of libraries	19.3
14. Selection and use of printed materials for young adults	19.3
15. Literature of the social sciences	18.2
16. Selection and use of audio-visual materials for young adults	19.2
17. Literature of the sciences	16.1
18. School library administration and organization	16.1
19. Documentation	16.0
20. Government documents	16.0
21. Library services to young adults	16.0
22. Library in society	16.0
23.**Adult education	12.8
24. History of books and printing	12.8
25. Literature of humanities	12.8
26. History of libraries	9.6
27. Library resources	9.6
28. Library services to children	9.6
29. Practice work or field work (required but non-credit)	9.6
30. Selection and use of adult materials	9.6
31. History of children's literature	9.6
32.**Adult education	9.6
33. Cataloging and classification	----
34. General library administration	----
35. Reference materials and services	----
36. Selection and use of printed materials for children	----

% per cent answered out of 31 Junior-Senior High School Librarians

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education

* Instructional Materials Center

TABLE: ~~85~~ 81

Rating of Professional Courses in Library Science Recommended for Librarians Serving as Instructional Materials Specialists in 173 Senior High Schools

	Courses	Courses Recommended for I.M.C.* Personnel
		%
1.	Administration of instructional materials center	40.2
2.	Library automation	34.2
3.	Selection and use of audio-visual materials for young adults	33.3
4.	Selection of materials for teachers	28.4
5.	Literature of the sciences	27.8
6.	Internship in the school library (credit)	26.3
7.	Literature of humanities	22.4
8.	Literature of the social sciences	22.2
9.	Audio-visual services and equipment	22.1
10.	Research methods	20.6
11.	Physical problems of libraries	20.6
12.	Selection and use of audio-visual materials for children	19.8
13.	Government documents	19.6
14.	Communications roles and responsibilities of libraries	18.9
15.	Research studies in reading	16.2
16.	Library services to young adults	14.4
17.	Function of the library in the school	13.9
18.	Larger units of library organization	13.4
19.	Library resources	12.8
20.	Practice work or field work (required but non-credit)	12.2
21.	Documentation	12.2
22.	Story telling	11.8
23.	Library in society	9.2
24.	Selection and use of adult materials	9.2
25.	Selection and use of printed materials for young adults	8.6
26.	History of books and printing	7.4
27.**	Adult education	7.3
28.	History of libraries	6.2
29.	School library administration and organziation	6.2
30.	General library administration	6.2
31.	History of children's literature	5.1
32.	Selection and use of printed materials for children	3.8
33.	Library services to children	3.8
34.	Reference materials and services	3.2
35.	Cataloging and classification	2.6
36.**	Adult education	----

% per cent answered out of 175 Senior High School Librarians

* Instructional Materials Center

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education

TABLE: 82

Rating of Professional Courses in Library Science Recommended for Librarians Serving as Instructional Materials Specialists in 18 Schools Grades 1-12

	Courses	Courses Recommended for I.M.C.* Personnel
		%
1.	Selection and use of audio-visual materials for young adults	50.9
2.	Administration of instructional materials center	44.3
3.	Audio-visual services and equipment	44.3
4.	Research studies in reading	39.8
5.	Selection and use of audio-visual materials for children	33.2
6.	Communication roles and responsibilities of libraries	32.2
7.	Story telling	32.2
8.	Library automation	27.7
9.	Physical problems of libraries	27.7
10.	Selection of materials for teachers	27.7
11.	Internship in the school library (credit course)	27.6
12.	Research methods	26.6
13.	Function of the library in the school	21.1
14.	Library services to children	21.1
15.	Selection and use of adult materials	21.1
16.	History of children's literature	16.6
17.	Practice work or field work (required but non-credit)	16.6
18.	Larger units of library organization	16.5
19.	Cataloging and classification	11.1
20.	Reference materials and services	11.1
21.	Documentation	10.0
22.	Library services to young adults	10.0
23.	Library in society	10.0
24.	Literature of humanities	10.0
25.	Literature of the sciences	10.0
26.	Library resources	10.0
27.	Selection and use of printed materials for children	10.0
28.	Selection and use of printed materials for young adults	10.0
29.**	Adult education	5.5
30.**	Adult education	5.5
31.	General library administration	5.5
32.	Government documents	5.5
33.	Literature of the social sciences	5.5
34.	School library administration and organization	5.5
35.	History of books and printing	----
36.	History of libraries	----

% per cent answered out of 18 schools grades 1-12 librarians

* Instructional Materials Center

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education

TABLE: 83

Rating of Professional Courses in Library Science Recommended for Librarians Serving as Instructional Materials Specialists in 29 District Instructional Materials Center

	Courses	Courses Recommended for I.M.C.* Personnel
		%
1.	Library automation	48.1
2.	Administration of instructional materials center	41.1
3.	Internship in the school library (credit course)	37.7
4.	Communication roles and responsibilities of libraries	30.8
5.	Audio-visual services and equipment	30.8
6.	Story telling	27.4
7.	Selection and use of audio-visual materials for children	27.4
8.	Selection and use of audio-visual materials for young adults	27.4
9.	Literature of humanities	23.9
10.	Research studies in reading	23.9
11.	Selection of materials for teachers	20.5
12.	School library administration and organization	20.4
13.	Cataloging and classification	17.7
14.	General library administration	17.6
15.	Literature of the social sciences	17.0
16.	Library in society	17.0
17.**	Adult education	13.7
18.	Physical problems of libraries	13.6
19.	Larger units of library organization	13.6
20.	Literature of the sciences	13.6
21.	Reference materials and services	10.5
22.**	Adult education	10.2
23.	Library resources	10.2
24.	Function of the library in the school	10.2
25.	Selection and use of adult materials	10.2
26.	Government documents	6.8
27.	Library services to children	6.8
28.	Library services to young adults	6.8
29.	Practice work or field work (required but non-credit)	6.8
30.	History of books and printing	3.4
31.	School library administration and organization	3.4
32.	Selection and use of printed materials for children	3.4
33.	Selection and use of printed materials for young adults	3.4
34.	History of children's literature	----
35.	History of libraries	----
36.	Research methods	----

% per cent answered out of 29 District Insturctional Materials Center Specialists

* Instructional Materials Center

** On the original questionnaire numbers 19 and 33 were both listed as Adult Education

and professional materials for teachers. They also recommend literature of the sciences, humanities, and social sciences. Specialized courses for children or for young adults are weighted according to the types of libraries represented. They also rate very highly an internship course for credit for school librarianship and rate low the courses in reference, cataloging and classification, the history of libraries, children's literature, adult education, larger units of library organization, and the library in society. The traditional courses in school library administration and organization and general library administration were ranked very low while first rating was given for a course on the administration of an IMC. Ranking fourth was the course in Audio-visual Services and Equipment. This shows the trend of thinking in terms of needed emphasis of professional preparation in the library school on a multimedia approach to library resources and the administration and services of a media center, as well as greater emphasis on communication, automation, and research.

Professional Courses in Audio-visual Education

The rating of audio-visual courses taken by elementary, junior, and senior high school librarians who participated in the study was much more consistent than was true of courses in education and in library science. Courses in the selection, utilization, and the processing of audio-visual teaching materials as well as courses in the administration of an instructional materials center rated the highest of the sixteen course offerings that were located in college catalogs from all parts of the country. Exhibits and display techniques and how to operate, maintain, and care for audio-visual equipment were rated of less value as were courses in radio and television production, mass communication, the instructional motion picture, programming, and the planning and equipping of instructional materials areas. With the exception of the latter course which rated at the top of the recommended list but at the bottom of the list of those taken, all the other ratings were approximately the same for courses that were taken and considered of value as seen in Tables 84, 85, 86, 87, 88, 89, and 90 on pages 279 to 285 and courses recommended for future librarians as seen in Tables 91, 92, 93, 94, 95, 96, and 97 on pages 286 to 292. This is clearly evident in the Comparative Table 98 on page 293. The emphasis is on materials rather than on hardware, and on administration rather than on the production or engineering aspects of the audio-visual field. These findings are consistent with the expressions of school librarians interviewed and whose libraries were visited during the study. This is also reflected in the literature on the subject ralating to the professional needs of school librarians.

Needed Competencies of School Librarians as Media Specialists

Over the years studies have also been made of the competencies needed by school librarians at the elementary, junior, and senior high level. Recent studies dealing with the competencies needed to be instructional material specialists were not located at the time of the study. Therefore, on the basis of literature searching, interviews, and pretesting, a list of forty-four competencies were compiled and are found on pages 11-14 of the Checklist.[1] Librarians participating in the study were asked to check those they rated of utmost importance and where such competencies were secured, i.e., from their general preparation, from courses in education, in library science, or audio-visual education, or from experience over the years on the job.

A comparison of Tables 99, 100, 101, 102, 103, 104, and 105 found on pages 294 to 314

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[1] See Appendix A.

TABLE: 84

Rating of Professional Courses Taken in Audio-Visual Education by 174 Elementary School Librarians

Courses	Most Useful %	Rank	Some Value %	Rank	Total %	Rank
Selection of audio-visual materials	24.1	(1)	6.2	(1)	26.7	(3)
Processing of materials	23.5	(2)	1.1	(9)	24.6	(2)
Operation, maintenance and care of equipment	20.5	(3)	1.7	(6)	22.2	(4)
Utilization of audio-visual resources	19.4	(4)	3.9	(2)	23.3	(3)
Exhibit and display technique	14.8	(5)	2.8	(3)	17.6	(5)
Selection of audio-visual equipment	14.2	(6)	1.1	(10)	15.3	(6)
Administration of instructional materials center	12.5	(7)	1.7	(5)	14.2	(8)
Production of teaching materials	11.9	(8)	2.7	(4)	14.6	(7)
Instructional motion picture	6.2	(9)	1.6	(8)	7.8	(9)
Planning and equipping instructional areas	5.6	(10)	.5	(13)	6.1	(10)
Photography	3.3	(11)	.5	(12)	3.8	(12)
History of audio-visual education	2.2	(12)	1.6	(7)	3.8	(11)
Programming	1.7	(13)	.5	(14)	2.2	(13)
Mass communications	1.6	(14)	.5	(11)	2.1	(14)
Radio production	1.1	(15)	.5	(15)	1.6	(15)
Television production	1.0	(16)	---	(16)	1.0	(16)

% per cent answered out of 174 Elementary School Librarians

TABLE: 85

Rating of Professional Courses Taken in Audio-Visual Education by 14 Elementary-Junior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Selection of audio-visual materials	99.9	(1)	22.9	(1)	121.8	(1)
Selection of audio-visual equipment	76.8	(2)	7.6	(6)	84.4	(2)
Operation, maintenance and care of equipment	49.9	(3)	----		49.9	(3)
Exhibit and display techniques	35.6	(4)	----		35.6	(7)
Administration of an instructional materials center	30.7	(5)	----		30.7	(9)
Production of teaching materials	30.6	(6)	7.6	(5)	38.2	(6)
Utilization of audio-visual resources	30.6	(7)	15.2	(3)	45.8	(4)
Processing of materials	28.4	(8)	7.1	(7)	35.5	(8)
Programming	22.9	(9)	----		22.9	(10)
Planning and equipping instructional areas	21.4	(10)	----		21.4	(11)
History of audio-visual education	15.3	(11)	22.9	(2)	38.2	(5)
Radio production	14.2	(12)	----		14.2	(14)
Mass communications	7.6	(13)	----		7.6	(15)
Photography	7.6	(14)	7.6	(4)	14.2	(12)
Television production	7.6	(15)	----		7.6	(16)
The instructional motion picture	7.1	(16)	7.1	(8)	14.2	(13)

% per cent answered out of 14 Elementary-Junior High School Librarians

TABLE: 86

Rating of Professional Courses Taken in Audio-Visual Education by 100 Junior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Selection of audio-visual materials	36.3	(1)	12.0	(1)	48.3	(1)
Exhibit and display techniques	26.0	(2)	3.0	(11)	29.0	(6)
Utilization of audio-visual resources	25.1	(3)	9.0	(3)	34.1	(2)
Processing of materials	24.0	(4)	8.0	(4)	32.0	(4)
Selection of audio-visual equipment	22.1	(5)	8.0	(5)	30.1	(5)
Operation, maintenance and care of equipment	22.0	(6)	11.0	(2)	33.0	(3)
Administration of an instructional materials center	19.1	(7)	3.0	(10)	22.1	(7)
Production of teaching materials	13.2	(8)	6.1	(6)	19.3	(8)
Instructional motion picture	8.0	(9)	5.0	(9)	12.0	(9)
Mass communications	6.1	(10)	1.0	(16)	7.1	(13)
History of audio-visual education	5.0	(11)	5.0	(8)	10.0	(11)
Programming	5.0	(12)	3.0	(12)	8.0	(12)
Planning and equipping instructional areas	5.0	(13)	6.0	(7)	11.0	(10)
Photography	3.0	(14)	2.0	(13)	5.0	(14)
Radio production	----		1.0	(14)	1.0	(15)
Television production	----		1.0	(15)	1.0	(16)

% per cent answered out of 100 Junior High School Librarians

TABLE: 87

Rating of Professional Couses Taken in Audio-visual Education by 31 Junior-Senior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Utilization of audio-visual resources	58.0	(1)	6.4	(4)	62.4	(1)
Operation, maintenance and care of equipment	32.5	(2)	3.2	(6)	36.7	(2)
Processing of materials	32.2	(3)	---		32.2	(5)
Selection of audio-visual materials	32.2	(4)	3.2	(9)	35.4	(3)
Selection of audio-visual equipment	28.9	(5)	6.4	(3)	35.3	(4)
Exhibit and display techniques	22.5	(6)	6.4	(1)	28.9	(6)
Administration of an instructional materials center	19.3	(7)	3.2	(5)	22.5	(7)
Mass communication	16.0	(8)	---		16.0	(9)
Planning and equipping instructional areas	16.0	(9)	---		16.0	(10)
History of audio-visual education	9.6	(10)	6.4	(2)	16.0	(8)
Production of teaching	9.6	(11)	---		9.6	(11)
Photography	6.4	(12)	---		6.4	(12)
The instructional motion picture	3.2	(13)	---		3.2	(15)
Programming	----		3.2	(7)	3.2	(13)
Radio production	----		3.2	(8)	3.2	(14)
Television production	----		---		----	(16)

% per cent answered out of 31 Junior-Senior High School Librarians

TABLE: 88

Rating of Professional Courses Taken in Audio-Visual Education by 170 Senior High School Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Selection of audio-visual materials	29.9	(1)	5.8	(5)	35.7	(1)
Utilization of audio-visual resources	21.7	(2)	7.0	(2)	28.7	(2)
Selection of audio-visual equipment	21.7	(3)	5.2	(6)	26.9	(5)
Processing of materials	20.6	(4)	7.0	(3)	27.6	(3)
Exhibits and display techniques	18.8	(5)	8.2	(1)	27.0	(4)
Operation, maintenance and care of equipment	17.7	(6)	7.0	(4)	24.7	(6)
Production of teaching materials	12.9	(7)	2.8	(10)	14.7	(7)
Administration of an instructional materials center	9.3	(8)	4.6	(7)	13.9	(8)
Instructional motion picture	7.6	(9)	2.2	(11)	9.8	(10)
Planning and equipping instructional areas	7.6	(10)	4.6	(8)	12.2	(9)
Photography	5.2	(11)	2.2	(12)	7.4	(12)
Mass communications	4.7	(12)	4.6	(9)	9.3	(11)
Programming	3.4	(13)	1.1	(15)	4.5	(13)
Television production	2.9	(14)	1.5	(14)	4.4	(14)
Radio production	2.8	(15)	.5	(16)	3.3	(15)
History of audio-visual education	1.2	(16)	1.7	(13)	2.9	(16)

% per cent answered out of 170 Senior High School Librarians

TABLE: 89

Rating of Professional Courses Taken in Audio-visual Education by 18 Schools Grades 1-12 Librarians

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Selection of audio-visual materials	33.3	(1)	----	(1[illegible])	33.3	(1)
Processing of materials	27.7	(2)	5.5	(2)	33.2	(2)
Utilization of audio-visual resources	27.7	(3)	----	(16)	27.7	(8)
Exhibit and display techniques	22.2	(4)	5.5	(1)	27.7	(3)
Selection of audio-visual equipment	22.2	(5)	5.5	(3)	27.7	(4)
Administration of an instructional materials center	16.6	(6)	----	(4)	16.6	(6)
Planning and equipping instructional areas	16.6	(7)	---		16.6	(7)
Operation, maintenance and care of equipment	11.1	(8)	----		11.1	(8)
Production of teaching materials	10.0	(9)	----		10.0	(9)
Programming	10.0	(10)	----		10.0	(10)
The instructional motion picture	10.0	(11)	----		10.0	(11)
Photography	5.5	(12)	----		5.5	(13)
Mass communications	5.5	(13)	----		5.5	(12)
History of audio-visual education	----		----		----	
Radio production	----		----		----	
Television production	----		----		----	

% per cent answered out of 18 School Grades 1-12 Librarians

TABLE: 90

Rating of Professional Courses Taken in Audio-Visual Education by 29 District Instructional Materials Center Supervisors

Courses	Most Useful		Some Value		Total	
	%	Rank	%	Rank	%	Rank
Selection of audio-visual materials	41.3	(1)	3.4	(14)	44.7	(2)
Utilization of audio-visual resources	37.8	(2)	10.2	(2)	48.0	(1)
Selection of audio-visual equipment	27.4	(3)	----	(16)	27.4	(4)
Administration of an instructional materials center	20.6	(4)	3.4	(9)	24.0	(5)
Operation, maintenance and care of equipment	20.5	(5)	3.4	(11)	23.9	(6)
Photography	14.8	(6)	7.4	(3)	22.2	(7)
Production of teaching materials	14.8	(7)	3.7	(5)	18.5	(8)
Exhibit and display techniques	13.7	(8)	3.4	(10)	17.1	(9)
Processing of materials	13.7	(9)	3.4	(12)	17.1	(10)
The instructional motion picture	13.6	(10)	21.5	(1)	35.1	(3)
History of audio-visual education	10.2	(11)	----	(15)	10.2	(13)
Programming	7.4	(12)	3.7	(6)	11.1	(12)
Mass communications	7.4	(13)	3.7	(4)	11.1	(11)
Planning and equipping instructional areas	6.8	(14)	3.4	(13)	10.2	(14)
Radio production	----		3.7	(7)	3.7	(15)
Television production	----		3.7	(8)	3.7	(16)

% per cent answered out of 29 District Instructional Materials Center Supervisors

TABLE: 91

Rating of Professional Courses in Audio-Visual Education Recommended for Librarians Serving as Materials Specialists in 174 Elementary Schools

Courses	Courses Recommended for I.M.C.* Personnel
	%
1. Exhibit and display techniques	32.5
2. Administration of an instructional materials center	27.7
3. Selection of audio-visual materials	26.7
4. Processing of materials	26.1
5. Operation, maintenance and care of equipment	23.3
6. Utilization of audio-visual resources	21.7
7. Selection of audio-visual equipment	21.1
8. Planning and equipping instructional area	19.3
9. Production of teaching materials	18.6
10. Programming	17.0
11. History of audio-visual education	11.8
12. Photography	10.7
13. Instructional motion picture	9.0
14. Mass communications	8.9
15. Television production	7.9
16. Radio production	7.8

* Instructional Materials Center

% per cent answered out of 174 Elementary School Librarians

TABLE: ~~66~~ 92

Rating of Professional Courses in Audio-Visual Education Recommended for Librarians Serving as Materials Specialists in 14 Elementary-Junior High Schools

	Courses	Courses Recommended for I.M.C.* Personnel %
1.	Exhibit and display techniques	35.5
2.	Administration of an instructional material center	30.5
3.	Operation, maintenance care of equipment	28.4
4.	Selection of audio-visual equipment	22.9
5.	Selection of audio-visual materials	22.9
6.	Mass communications	22.8
7.	Utilization of audio-visual resources	15.2
8.	Planning and equipping instructional areas	14.2
9.	Processing of materials	14.2
10.	Photography	7.6
11.	Production of teaching materials	7.6
12.	Programming	7.6
13.	The instructional motion picture	7.1
14.	History of audio-visual education	----
15.	Radio Production	----
16.	Television Production	----

* Instructional Materials Center

% per cent answered out of 14 Elementary-Junior High School Librarians

TABLE: 93

Rating of Professional Courses in Audio-Visual Education Recommended for Librarians Serving as Materials Specialists in 100 Junior High Schools

	Courses	Courses Recommended for I.M.C.* Personnel
		%
1.	Administration of an instructional materials center	43.2
2.	Selection of audio-visual equipment	37.2
3.	Planning and equipping instructional areas	35.0
4.	Selection of audio-visual materials	34.1
5.	Operation, maintenance and care of equipment	34.0
6.	Exhibit and display techniques	33.0
7.	Processing of materials	28.0
8.	Production of teaching materials	27.3
9.	Utilization of audio-visual resources	27.1
10.	Programing	20.2
11.	Mass communications	18.3
12.	Instructional motion picture	18.0
13.	Photography	16.1
14.	Radio production	13.0
15.	Television production	12.0
16.	History of audio-visual education	10.0

* Instructional Materials Center

% per cent answered out of 100 Junior High School Librarians

TABLE: 94

Rating of Professional Courses in Audio-Visual Education Recommended for Librarians Serving as Materials Specialists in 31 Junior-Senior High Schools

	Courses	Courses Recommended for I.M.C* Personnel %
1.	Planning and equipping instructional areas	32.1
2.	Administration of an instructional materials center	25.8
3.	Production of teaching	22.5
4.	Programming	22.5
5.	Operation, maintenance and care of equipment	19.3
6.	Processing of materials	19.3
7.	Mass communication	16.1
8.	Utilization of audio-visual resources	16.1
9.	Exhibit and display techniques	12.9
10.	Photography	12.8
11.	Television production	12.8
12.	The instructional motion picture	9.6
13.	Radio production	9.6
14.	Selection of audio-visual equipment	9.6
15.	History of audio-visual education	6.4
16.	Selection of audio-visual materials	6.4

* Instructional Materials Center

% per answered out of 31 Junior-Senior High School Librarians

TABLE: 95

Rating of Professional Courses in Audio-Visual Education Recommended for Librarians Serving as Materials Specialists in 170 Senior High Schools

	Courses	Courses Recommended for I.M.C.* Personnel %
1.	Administration of an instructional material center	39.7
2.	Selection of audio-visual material	35.7
3.	History of audio-visual education	35.3
4.	Exhibit and display techniques	34.7
5.	Selection of audio-visual equipment	31.6
6.	Planning and equipping instructional areas	29.4
7.	Utilization of audio-visual resources	27.4
8.	Processing of materials	26.4
9.	Production of teaching materials	26.3
10.	Operation, maintenance and care of equipment	25.9
11.	Programming	20.4
12.	Mass communications	17.0
13.	Instructional motion picture	15.2
14.	Television production	15.2
15.	Photography	13.4
16.	Radio production	10.4

* Instructional Materials Center

% per cent answered out of 170 Senior High School Librarians

TABLE: 96

Rating of Professional Courses in Audio-Visual Education Recommended for Librarians Serving as Materials Specialists in 18 Schools Grades 1-12

	Courses	Courses Recommended for I.M.C.* Personnel %
1.	Administration of an instructional materials center	38.7
2.	Processing of materials	37.7
3.	Exhibit and display techniques	32.2
4.	Operation, maintenance and care of equipment	33.2
5.	Planning and equipping instructional areas	27.7
6.	Programming	27.7
7.	Television production	27.7
8.	Utilization of audio-visual resources	27.7
9.	Selection of audio-visual equipment	27.6
10.	Selection of audio-visual materials	27.6
11.	Production of teaching materials	16.6
12.	The instructional motion picture	16.5
13.	History of audio-visual education	11.1
14.	Mass communication	11.1
15.	Photography	11.1
16.	Radio production	11.1

* Instructional Materials Center

% per cent answered out of 18 Schools Grades 1-12 Librarians

TABLE: 97

Rating of Professional Courses in Audio-Visual Education Recommended for Supervisors Serving as Materials Specialists in 29 District Instructional Materials Center

	Courses	Courses Recommended for I.M.C.* Personnel %
1.	Administration of an instructional materials center	47.7
2.	Planning and equipping instructional areas	34.3
3.	Processing of materials	34.3
4.	Mass Communications	29.6
5.	Television production	29.6
6.	Selection of audio-visual equipment	27.5
7.	Exhibit and display techniques	27.4
8.	Photography	22.2
9.	Production of teaching materials	22.2
10.	Programming	22.2
11.	Radio production	18.5
12.	Selection of audio-visual materials	17.1
13.	Operation, maintenance and care of equipment	13.7
14.	The instructional motion picture	13.7
15.	Utilization of audio-visual resources	10.2
16.	History of audio-visual education	6.8

* Instructional Materials Center

% per cent answered out of 29 District Instructional Materials Center Supervisors

TABLE: 98

Compartive Table of Courses in Audio-Visual Recommended for Librarians Serving as Material Specialists in Various Types of Libraries

Courses Recommended	174 Elementary Schools		14 Elementary-Junior High Schools		100 Junior High Schools		31 Junior-Senior High Schools		170 Senior High Schools		18 Grades 1-12 Schools		29 District Instructional Materials Centers	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Exhibit and display techniques	32.5	(1)	35.5	(1)	33.0	(6)	22.5	(13)	34.7	(4)	32.2	(3)	27.4	(7)
Administration of an instructional materials center	27.7	(2)	30.5	(2)	43.2	(1)	48.3	(1)	39.7	(1)	37.8	(1)	47.7	(1)
Selection of audio-visual materials	26.7	(3)	22.9	(5)	34.1	(4)	38.6	(3)	35.7	(2)	27.6	(10)	17.1	(12)
Processing of materials	26.1	(4)	14.2	(9)	28.0	(7)	35.6	(6)	26.4	(8)	37.7	(2)	34.3	(3)
Operation, maintenance and care of equipment	23.3	(5)	28.4	(3)	34.0	(5)	28.9	(7)	25.9	(10)	33.2	(4)	13.7	(13)
Utilization of audio-visual resources	21.7	(6)	15.2	(7)	27.1	(9)	38.6	(4)	27.4	(7)	27.7	(8)	10.2	(15)
Selection of audio-visual equipment	21.1	(7)	22.9	(4)	37.2	(2)	25.7	(10)	31.6	(5)	27.6	(9)	27.5	(6)
Planning and equipping instructional areas	19.3	(8)	14.2	(8)	35.0	(3)	41.7	(2)	29.4	(6)	27.7	(5)	34.3	(2)
Production of teaching materials	18.6	(9)	7.6	(11)	27.3	(8)	38.5	(5)	26.3	(9)	16.6	(11)	22.2	(9)
Programming	17.0	(10)	7.6	(12)	20.2	(10)	28.9	(8)	20.4	(11)	27.7	(6)	22.2	(10)
History of audio-visual education	11.8	(11)	----		10.0	(16)	16.0	(15)	35.3	(3)	11.1	(13)	6.8	(16)
Photography	10.7	(12)	7.6	(10)	16.1	(13)	25.6	(12)	13.4	(15)	11.1	(15)	22.2	(8)
Instructional motion picture	9.0	(13)	7.1	(13)	18.0	(14)	22.4	(14)	15.2	(13)	16.5	(12)	13.7	(14)
Mass communications	8.9	(14)	22.8	(6)	18.3	(11)	25.7	(9)	17.0	(12)	11.1	(14)	29.6	(4)
Television production	7.9	(15)	----		12.0	(15)	25.7	(11)	15.2	(14)	27.7	(7)	29.6	(5)
Radio production	7.8	(16)	----		13.0	(14)	15.0	(16)	10.4	(16)	11.1	(16)	18.5	(11)

TABLE: 99

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 177 Elementary School Librarians

Competencies in Rank Order	Rated of Utmost Importance	-- Where Competencies Secured --			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
1. Knowledge of how to teach the use of reference tools	80.9	18.2	14.2	76.5	4.0
2. Knowledge of how to teach the use of library resources	78.6	17.2	13.7	71.8	6.3
3. Knowledge of the selection and securing of printed materials related to student needs	78.6	18.9	21.8	68.3	10.8
4. Understanding of students needs, interests and abilities	76.5	31.4	54.2	26.2	3.4
5. Awareness of professional responsibilities and obligations	75.4	23.4	45.7	44.0	2.8
6. Have a broad Liberal Arts background	75.4	62.2	32.0	19.4	7.4
7. Understanding of student behavioral patterns and discipline techniques	75.4	22.2	62.7	16.2	1.7
8. Knowledge of children's growth, development and learning processes	74.8	33.1	68.0	17.7	2.2
9. Knowledge of objectives of the school program	74.0	17.2	47.7	22.9	3.4
10. Awareness of the basic content of subject matter areas	73.4	42.3	41.2	21.4	3.3
11. Knowledge of students reading difficulties	73.4	15.5	50.0	14.9	1.7
12. Knowledge of the selection and securing of printed materials related to teacher needs	72.9	14.9	24.7	52.8	10.3
13. Knowledge of the administration of the instructional materials program	71.7	15.4	18.3	56.8	18.9
14. Knowledge of curriculum practices	70.5	21.4	51.3	11.8	7.9
15. Knowledge of the organization of instructional materials: cataloging, classification, processing, and etc. of print and audio-visual materials	70.1	13.7	7.4	65.1	8.5
16. Knowledge of skill in exhibit and display techniques	68.8	18.9	21.2	47.1	19.5
17. Knowledge of story telling techniques	68.7	23.6	13.8	45.0	.5

% per cent answered out of 177 Elementary School Librarians

TABLE: 99 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 177 Elementary School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
18. Knowledge of reviewing and book talk techniques	68.5	21.7	13.7	57.1	---
19. Organization skills	68.3	38.5	18.9	41.9	6.8
20. Awareness of educational trends and research	68.2	20.9	48.0	18.0	7.3
21. Knowledge of the integrated use of various types of instructional materials	67.3	13.7	24.5	48.5	16.5
22. Successful teaching experience	66.5	18.3	25.2	4.0	3.4
23. Knowledge of latest teaching techniques	65.8	14.2	35.7	11.3	7.3
24. Knowledge of techniques for evaluating library programs and services	65.7	11.4	6.2	59.4	1.7
25. Knowledge of bibliographic sources of materials	65.6	16.5	17.1	69.1	6.8
26. In-service training orientation of faculty to facilities and service	65.4	11.4	10.9	29.8	5.7
27. Knowledge of the selection and securing of audio-visual materials related to student needs	63.9	12.5	16.0	34.2	29.1
28. Knowledge of the selection and securing of audio-visual materials related to teacher needs	63.3	12.0	14.2	28.5	28.0
29. Knowledge of business techniques and record keeping	63.2	22.6	10.4	43.6	1.7
30. Knowledge and understanding of how to utilize local rescources	61.2	28.4	23.8	22.7	7.3
31. Understanding of the community and its importance to the school	60.6	27.2	31.2	13.6	.
32. Knowledge of audio-visual equipment; its selection, maintenance, and operation	60.4	10.2	8.5	22.2	34.8
33. Education courses required for teacher certification	59.9	28.5	76.5	6.2	4.0

% per cent answered out of 177 Elementary School Librarians

TABLE: 99 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 177 Elementary School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured: General Prepa-ration	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
34. Leadership skills	59.6	31.0	11.4	11.4	3.9
35. Knowledge of research techniques and methods	57.9	17.2	27.5	50.0	1.7
36. Knowledge of the functions of the public library as a foundation for cooperative endeavors	56.5	18.4	7.5	53.7	1.1
37. General background in science	52.5	51.4	22.8	4.0	1.7
38. Knowledge of publicity techniques	50.7	15.6	10.9	41.6	6.9
39. Knowledge of the production of instructional materials	49.3	9.1	13.7	27.0	18.3
40. Knowledge of guidance and counselling techniques	49.0	15.4	35.4	9.1	1.7
41. Planning new quarters, remodeling existing ones	47.0	10.3	4.0	47.1	1.1
42. Successful internship in a school library or Instructional Materials Center	47.0	9.7	2.2	33.3	1.1
43. Knowledge of group dynamics	42.3	16.5	30.8	5.1	1.1
44. Background in personnel work	34.2	15.4	12.0	9.1	1.7

% per cent answered out of 177 Elementary School Librarians

TABLE: 100

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 14 Elementary-Junior High Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
1. Have a broad Liberal Arts background	84.5	46.1	61.5	30.7	23.0
2. Knowledge of children's growth, development and learning processes	84.5	38.4	23.0	----	----
3. Understanding of students needs, interests and abilities	84.5	23.0	61.5	15.3	----
4. Knowledge of audio-visual equipment; its selection, maintenance, and operation	78.5	7.1	14.2	21.4	57.1
5. Knowledge of how to teach the use of library resources	76.8	23.0	15.3	84.6	----
6. Knowledge of how to teach the use of reference tools	71.3	21.4	7.1	78.5	----
7. Knowledge of the organization of instructional materials: cataloging, classification, processing, and etc. of print and audio-visual materials	71.4	7.1	14.2	85.7	28.5
8. Knowledge of the administration of the instructional materials program	71.3	21.4	28.5	64.2	35.7
9. Knowledge of the selection and securing of printed materials related to student needs	71.3	7.1	35.7	78.5	28.5
10. Knowledge of the selection and securing of audio-visual materials related to student needs	71.3	7.1	14.2	50.0	57.1
11. Education courses required for teacher certification	69.1	7.6	69.2	7.6	15.3
12. Successful teaching experience	69.1	23.0	38.4	7.6	----
13. Understanding of the community and its importance to the school curriculum	69.1	23.0	38.4	23.0	7.6
14. Knowledge of story telling techniques	66.6	16.6	41.6	91.6	----
15. Knowledge of the integrated use of various types of instructional materials	64.2	7.1	64.2	78.5	21.4

% per cent answered out of 14 Elementary-Junior High School Librarians

TABLE: 100 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 14 Elementary-Junior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
16. Knowledge of the selection and securing of printed materials related to teacher needs	64.2	21.4	28.5	71.4	28.5
17. Knowledge of the selection and securing of audio-visual materials related to teacher needs	64.2	14.2	14.2	28.5	42.8
18. Awareness of education trends and research	61.4	15.3	69.2	23.0	----
19. Awareness of the basic content of subject mater areas	61.4	30.7	38.4	46.1	7.6
20. Knowledge of curriculum practices	61.4	23.0	46.1	15.3	----
21. Knowledge of skill on exhibit and display techniques	61.4	23.0	30.7	69.2	38.4
22. Knowledge of students reading difficulties	61.4	15.3	61.5	23.0	----
23. General background in science	60.4	38.4	23.0	----	----
24. Knowledge of reviewing and book talk techniques	57.1	14.2	21.4	92.8	----
25. Organization skills	53.8	23.0	15.3	38.4	7.6
26. Leadership skills	53.7	30.7	15.3	23.0	----
27. Knowledge of latest teaching techniques	53.7	15.3	53.8	15.3	7.6
28. Knowledge of the production of instructional materials	53.7	23.0	46.1	46.1	38.4
29. Knowledge of business techniques and record keeping	49.9	14.2	28.5	42.8	----
30. Knowledge of objectives of the school program	49.9	14.2	50.0	50.0	14.2
31. Knowledge of the functions of the public library as a foundation for cooperative endeavors	49.9	8.3	8.3	9.6	----
32. Understanding of student behavioral patterns and discipline techniques	49.9	21.4	78.5	14.2	----
33. Background in personnel work	45.0	15.3	----	23.0	----

% per cent answered out of 14 Elementary-Junior High School Librarians

TABLE: 100 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 14 Elementary-Junior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance %	Where Competencies Secured General Preparation %	 Education Courses %	 Library School %	 Audio-Visual Courses %
34. In-service training orientation of faculty to facilities and service	43.7	23.0	----	53.8	7.6
35. Knowledge of bibliographic sources of materials	42.8	14.2	14.2	92.8	14.2
36. Successful internship in a school library or I.M.C.**	42.8	7.1	7.1	50.0	----
37. Knowledge of guidance and counselling techniques	42.7	21.4	42.8	14.2	----
38. Knowledge of publicity techniques	41.6	16.6	8.3	58.3	8.3
39. Knowledge and understanding of how to utilize local resources	38.4	30.7	15.3	38.4	15.3
40. Planning new quarters, remodeling existing ones	38.3	15.3	----	69.2	----
41. Awareness of professional responsibilities and obligations	35.7	21.4	42.8	50.0	7.1
42. Knowledge of techniques for evaluating library programs and services	35.7	7.1	7.1	78.5	----
43. Knowledge of research techniques and methods	35.6	21.4	42.8	71.4	----
44. Knowledge of group dynamics	21.3	7.1	42.8	7.1	----

% per cent answered out of 14 Elementary-Junior High School Librarians

**Instructional Materials Center

TABLE: 101

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 101 Junior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
1. Knowledge of how to teach the use of reference tools	85.8	23.2	17.1	84.8	4.0
2. Knowledge of the selection and securing of printed materials related to student needs	85.0	15.8	24.7	78.2	18.8
3. Knowledge of how to teach the use of library resources	84.7	15.1	11.1	82.8	2.0
4. Have a broad Liberal Arts background	84.0	74.2	36.6	32.6	15.8
5. Knowledge of the selection and securing of printed materials related to teacher needs	82.1	15.8	29.7	64.3	14.8
6. Understanding of students needs, interests and abilities	82.0	35.6	71.2	40.5	9.9
7. Knowledge of the selection and securing of audio-visual materials related to teacher needs	80.0	10.0	18.0	51.0	46.0
8. Knowledge of the integrated use of various types of instructional materials	79.7	14.1	24.2	61.6	25.2
9. Knowledge of curriculum practices	79.2	22.6	58.7	26.8	8.2
10. In-service training orientation of facilities and service	78.7	16.1	10.1	48.4	16.1
11. Knowledge of students reading difficulties	78.6	18.1	62.6	31.3	3.0
12. Successful teaching experience	78.6	27.1	31.0	9.7	2.9
13. Awareness of the basic content of subject matter areas	78.3	46.3	51.5	25.7	5.1
14. Awareness of educational trends and research	78.3	24.7	61.8	31.9	14.4
15. Knowledge of children's growth, development and learning processes	78.2	29.6	76.2	27.7	2.9
16. Knowledge of the selection and securing of audio-visual materials related to student needs	78.0	11.0	17.0	53.0	49.0

% per cent answered out of 101 Junior High School Librarians

TABLE: 101 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 101 Junior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
17. Knowledge of the organization of instructional materials: cataloging, classification, processing, etc. of print and audio-visual materials	76.7	18.1	7.0	76.7	12.1
18. Leadership skills	76.6	42.7	19.4	22.3	3.8
19. Knowledge of the administration of instructional materials program	76.1	8.9	22.7	60.3	27.7
20. Knowledge of bibliographic sources of materials	75.4	19.3	8.1	83.6	6.1
21. Knowledge of objectives of the school program	75.2	11.3	56.7	38.1	4.1
22. Awareness of professional responsibilities and obligations	75.1	22.7	50.4	53.4	6.9
23. Organization skills	73.7	41.7	22.2	49.5	14.5
24. Understanding of the community and its importance to the school curriculum	72.0	32.0	31.0	27.0	7.0
25. Understanding of student behavioral patterns and discipline techniques	72.0	24.7	70.1	24.7	1.0
26. Knowledge of the functions of the public library as a foundation for cooperative endeavors	71.6	18.1	6.0	69.6	3.0
27. Knowledge of latest teaching techniques	71.0	16.0	42.0	23.0	11.0
28. Knowledge and understanding of how to utilize local resources	71.0	28.0	38.0	43.0	12.0
29. Knowledge of research techniques and methods	67.9	23.7	29.8	60.8	5.1
30. Knowledge of publicity techniques	66.6	22.2	10.1	60.6	14.1
31. Knowledge of skill in exhibit and display techniques	66.6	21.2	13.1	60.6	29.2
32. Knowledge of business techniques and record keeping	65.9	25.7	12.3	50.5	3.0

% per cent answered out of 101 Junior High School Librarians

TABLE: 101 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Special as Checked by 101 Junior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Prepa-ration	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
33. Knowledge of reviewing and book talk techniques	64.2	22.4	8.1	79.5	2.0
34. Knowledge of audio-visual equipment; its selection, maintenance and operation	63.0	11.0	12.0	29.0	50.0
35. Knowledge of techniques for evaluating library programs and services	62.1	10.2	6.1	73.4	7.1
36. Education courses required for teacher certification	60.3	30.6	86.0	8.9	1.9
37. General background in science	60.2	61.2	19.8	3.9	1.9
38. Successful internship in a school library or instructional materials center	55.5	6.1	5.1	38.1	3.0
39. Knowledge of the production of instructional materials	55.4	12.1	16.1	33.3	34.3
40. Knowledge of guidance and counselling techniques	53.4	11.8	44.5	21.7	.9
41. Background in personnel work	47.5	23.7	13.8	14.8	3.9
42. Knowledge of story telling techniques	44.4	18.1	14.1	68.6	2.0
43. Planning new quarters, remodeling existing ones	42.3	11.1	4.0	62.6	10.1
44. Knowledge of group dynamics	41.5	15.8	33.6	11.8	2.9

% per cent [illegible]ed out of 101 Junior High School Librarians

TABLE: 102

Rating of Competencies Needed for Librarians Serving as Insturctional Materials Specialists as Checked by 31 Junior-Senior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
1. Have a broad Liberal Arts background	96.6	73.3	46.6	30.0	10.0
2. Knowledge of the selection and securing of printed materials related to student needs	93.0	17.2	13.7	79.3	6.8
3. Knowledge of reviewing and book talk techniques	89.9	16.6	10.0	70.0	----
4. Knowledge of the administration of the instructional materials program	89.5	10.3	20.6	68.9	13.7
5. Knowledge of how to teach the use of library resources	86.6	13.3	----	86.6	6.6
6. Understanding of students needs, interests and abilities	86.6	20.0	53.3	30.0	3.3
7. Knowledge of techniques for evaluating library programs and services	83.2	10.0	3.3	76.6	3.3
8. Knowledge of the organization of instructional materials: cataloging, classification, processing, etc. of print and audio-visual materials	83.8	12.9	----	74.1	9.6
9. Understanding of student behavioral patterns and discipline techniques	82.6	20.6	72.4	17.2	----
10. Knowledge of understanding of how to utilize local resources	82.6	24.1	31.0	24.1	----
11. Awareness of professional responsibilities and obligations	80.6	19.3	48.3	61.2	3.2
12. Knowledge of how to teach the use of reference tools	80.3	9.6	----	83.8	6.4
13. Awareness of the basic content of subject matter areas	80.0	43.3	46.6	23.3	6.6
14. Knowledge of bibliographic sources of materials	79.9	13.3	6.0	80.0	----
15. Successful teaching experience	79.9	20.0	26.6	3.3	3.3

% per cent answered out of 31 Junior-Senior High School Librarians

TABLE: 102 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 31 Junior-Senior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
16. Knowledge of the selection and securing of printed materials related to teacher needs	79.2	17.2	17.2	58.6	3.4
17. Awareness of education trends and research	76.6	26.6	40.0	23.3	3.3
18. Knowledge of children's growth development and learning processess	76.6	20.0	73.3	13.3	3.3
19. Knowledge of curriculum practices	76.6	30.0	46.6	10.0	3.3
20. Knowledge of the selection and securing of audio-visual materials related to student needs	76.6	13.3	10.0	53.3	23.3
21. Knowledge of the selection and securing of audio-visual materials related to teacher needs	76.6	16.6	10.0	40.0	23.3
22. Organization skills	76.6	16.6	13.3	33.3	3.3
23. Knowledge of latest teaching techniques	75.8	17.2	34.4	6.8	3.4
24. Knowledge of the integrated use of various types of instructional materials	74.1	9.6	16.1	32.2	6.4
25. Knowledge of objectives of the school programs	73.2	16.6	56.6	36.6	----
26. Knowledge of research techniques and methods	73.2	36.6	13.3	53.3	----
27. Knowledge of business techniques and record keeping	72.3	31.0	13.7	27.5	3.4
28. Successful internship in a school library or instructional materials center	70.0	10.0	6.6	33.3	3.3
29. In-service training orientation of faculty to facilities and service	69.9	10.0	10.0	36.6	6.6
30. Knowledge of students reading difficulties	69.9	20.0	43.3	36.6	----
31. Planning new quarters, remodeling existing ones	69.9	6.6	----	50.0	3.3

% per cent answered out of 31 Junior-Senior High School Librarians

TABLE: 102 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 31 Junior-Senior High School Librarians

Competencies in Rank Order		Rated of Utmost Importance	Where Competencies Secured			
			General Preparation	Education Courses	Library School	Audio-Visual Courses
		%	%	%	%	%
32.	Knowledge of skill in exhibit and display techniques	69.6	23.3	13.3	36.6	10.0
33.	Knowledge of guidance and counselling techniques	67.6	16.1	54.8	3.2	----
34.	General background in science	66.6	60.0	23.3	3.3	----
35.	Knowledge of publicity techniques	66.6	16.6	6.6	36.6	----
36.	Leadership skills	63.3	13.3	16.6	10.0	----
37.	Knowledge of audio-visual equipment; its selection, maintenance, and operation	59.9	20.0	10.0	26.6	33.3
38.	Knowledge of story telling techniques	56.6	20.0	10.0	50.0	----
39.	Knowledge of the functions of the public library as a foundation for cooperative endeavors	56.6	26.6	3.3	60.0	----
40.	Education courses required for teacher certification	53.3	43.3	76.6	13.3	3.3
41.	Knowledge of the production of instructional materials	53.3	13.3	3.3	33.3	16.6
42.	Knowledge of group dynamics	51.3	22.5	19.3	9.6	----
43.	Understanding of the community and its importance to the school curriculum	45.8	24.1	34.4	17.2	----
44.	Background in personnel work	46.6	13.3	20.0	6.6	----

% per cent answered out of 31 Junior-Senior High School Librarians

TABLE: 103

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 172 Senior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
1. Have a broad Liberal Arts background	81.6	74.1	31.1	31.1	13.5
2. Knowledge of how to teach the use of library resources	79.9	17.6	15.8	73.5	2.9
3. Knowledge of how to teach the use of reference tools	79.2	19.5	15.3	74.5	3.5
4. Knowledge of the selection and securing of printed materials related to student needs	77.7	19.2	25.1	73.5	11.6
5. Understanding of students needs, interests and abilities	77.5	32.3	59.4	34.1	4.1
6. Knowledge of the selection and securing of printed material related to teacher needs	76.5	19.2	29.8	57.8	13.4
7. Awareness of the basic content of subject matter areas	76.3	46.7	39.0	26.0	3.5
8. Knowledge of objectives of the school program	74.9	20.3	48.8	35.4	4.0
9. Organization skills	74.2	37.4	17.5	46.6	8.1
10. Knowledge of the organization of instructional materials: cataloging, classification, processing, etc., of print and audio-visual materials	73.9	12.4	5.9	68.0	15.9
11. Understanding of student behavioral patterns and discipline techniques	72.5	25.0	65.8	20.1	.6
12. Knowledge of the administration of instructional materials program	71.9	12.8	14.6	50.2	21.0
13. Awareness of educational trends and research	71.5	26.6	49.1	16.5	5.8
14. Awareness of professional responsibilities and obligations	70.6	25.8	46.5	55.7	6.8
15. Knowledge of curriculum practices	70.2	21.8	47.9	12.4	3.5
16. Leadership skills	69.5	38.0	15.7	18.1	2.3
17. Knowledge of bibliographic sources of materials	69.4	13.5	17.0	72.9	5.2

% per cent answered out of 172 Senior High School Librarians

TABLE: 103 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 172 Senior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
18. Knowledge of children's growth, development and learning processes	68.8	31.1	58.2	19.4	3.5
19. Knowledge of the integrated use of various types of instructional materials	68.6	14.2	16.5	44.9	17.1
20. Successful teaching experience	68.3	24.5	28.0	6.4	2.9
21. Knowledge of the selection and securing of audio-visual materials related to student needs	67.9	13.0	15.3	34.9	37.2
22. Knowledge of students reading difficulties	65.6	15.9	44.9	30.7	1.1
23. Knowledge of the selection and securing of audio-visual materials related to teachers needs	64.9	13.0	19.5	31.9	32.5
24. Knowledge of latest teaching techniques	64.0	18.2	35.2	9.4	.7
25. In-service training orientation of faculty to facilities and service	62.6	10.6	8.2	30.1	7.1
26. Knowledge of skill in exhibit and display techniques	60.5	18.8	10.0	55.2	15.2
27. Knowledge of business techniques and record keeping	60.2	29.2	13.4	48.1	2.4
28. Knowledge of techniques for evaluating library programs and services	59.9	11.1	7.0	59.4	1.7
29. Knowledge of reviewing and book talk techniques	59.6	18.8	7.6	60.5	.5
30. Understanding of the community and its importance to the school curriculum	59.3	27.6	28.2	17.0	3.5
31. Knowledge and understanding of how to utilize local resources	55.8	22.9	21.7	24.7	6.4

% per cent answered out of 172 Senior High School Librarians

TABLE: 103 [redacted] (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 172 Senior High School Librarians

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
32. Knowledge of research techniques and methods	55.1	23.8	31.9	57.5	4.6
33. Planning new quarters, remodeling existing ones	53.6	12.4	5.9	52.6	4.7
34. Knowledge of publicity techniques	52.6	17.5	9.3	49.1	8.1
35. Knowledge of audio-visual equipment; its selection, maintenance, and operation	52.0	13.6	8.2	20.1	39.6
36. Education courses required for teacher certification	51.1	31.7	77.6	8.8	4.1
37. General background in science	50.5	58.2	14.1	5.2	2.9
38. Knowledge of guidance and counselling techniques	48.7	17.2	54.5	16.0	1.1
39. Knowledge of the functions of the public library as a foundation for cooperative endeavors	47.3	14.6	3.5	49.7	.5
40. Successful internship in a school library or instructional materials center	46.5	11.0	6.9	31.9	1.1
41. Knowledge of the production of instructional materials	43.9	12.3	8.8	28.8	25.8
42. Background in personnel work	42.7	21.1	15.8	12.3	1.7
43. Knowledge of group dynamics	32.6	13.7	35.0	10.9	.5
44. Knowledge of story telling techniques	26.8	17.5	9.3	33.2	.5

% per cent answered out of 172 Senior High School Librarians

TABLE: 104

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 18 School Librarians in Schools with Grades 1-12

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
1. Awareness of professional responsibilities and obligations	78.8	10.5	57.8	47.3	10.5
2. Knowledge of how to teach the use of library resources	77.7	11.1	5.5	83.3	5.5
3. Knowledge of how to teach the use of reference tools	77.7	16.6	16.6	83.3	----
4. Knowledge of objectives of the school program	77.7	16.6	44.4	38.8	11.1
5. Knowledge of skill in exhibit anddisplay techniques	77.7	5.5	16.6	66.6	11.1
6. Knowledge of the integrated use of various types of instructional materials	77.7	5.5	16.6	66.6	16.6
7. Awareness of professional responsibilities and obligations	76.4	10.5	57.8	47.3	10.5
8. Have a broad Liberal Arts background	72.2	61.1	50.0	38.8	5.5
9. Knowledge of children's growth, development and learning processes	72.2	22.2	72.2	27.7	----
10. Knowledge of the selection and securing of audio-visual materials related to teacher needs	72.2	5.5	27.7	44.4	22.2
11. Knowledge of latest teaching techniques	72.1	11.1	50.0	11.1	----
12. Knowledge of students reading difficulties	72.1	----	66.6	33.3	----
13. Knowledge of techniques for evaluating library programs and services	72.1	5.5	22.2	61.1	----
14. Knowledge of the administration of the instructional materials program	72.1	5.5	22.2	61.5	16.6
15. Knowledge of the selection and securing of audio-visual materials related to student needs	72.1	----	50.0	72.2	11.1

% per cent checked by 18 School Librarians in Schools with Grades 1-12

TABLE: ~~95~~ 104 (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials

Specialists as Checked by 19 School Librarians in Schools with Grades 1-12

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
16. Knowledge of the selection and securing of printed materials related to teacher needs	72.1	----	50.0	72.2	11.1
17. Planning new quarters, remodeling existing ones	66.6	5.5	5.5	72.2	5.5
18. Knowledge of bibliographic sources of materials	66.6	11.1	27.7	72.2	5.5
19. Knowledge of research techniques and methods	66.6	11.1	50.0	66.6	----
20. Knowledge of story telling techniques	66.6	5.5	27.7	61.1	----
21. Knowledge of the selection and securing of printed materials related to student needs	66.6	5.5	44.4	66.6	11.1
22. In-service training orientation of faculty to facilities and service	66.5	5.5	22.2	27.7	5.5
23. Knowledge of audio-visual equipment its selection, maintenance, and operation	66.5	11.1	11.1	27.7	33.3
24. Knowledge of reviewing and book talk techniques	66.5	-----	22.2	66.6	----
25. Successful teaching experience	64.6	11.7	35.2	17.6	----
26. Knowledge of guidance and counselling techniques	63.1	10.5	68.4	31.5	----
27. Understanding of students needs, interests and abilities	61.1	11.1	77.7	38.8	----
28. Awareness of educational trends and research	61.0	5.5	55.5	22.2	----
29. Awareness of the basic content of subject matter areas	61.0	27.7	38.8	27.7	5.5
30. Knowledge and understanding of how to utilize local resources	61.0	11.1	44.4	50.0	----
31. Knowledge of the organization of instructional materials: cataloging, classification, processing, etc. of print and audio-visual material	61.0	5.5	----	66.6	----

% per cent checked by 18 School Librarians in Schools with Grades 1-12

104

TABLE: [redacted] (Continued)

Rating of Competencies Needed for Librarians Serving as Instructional Materials Specialists as Checked by 18 School Librarians in Schools with Grades 1-12

Competencies in Rank Order	Rated of Utmost Importance	Where Competencies Secured			
		General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
32. Knowledge of publicity techniques	61.0	5.5	----	55.5	11.1
33. Understanding of the community and its importance to the school curriculum	61.0	11.1	44.4	11.1	----
34. Organization skills	61.0	5.8	29.4	52.9	11.7
35. Knowledge of curriculum practices	55.5	5.5	66.6	16.6	5.5
36. Successful internship in a school library or instructional materials center	55.5	5.5	11.1	33.3	----
37. Knowledge of business techniques and record keeping	54.6	11.7	29.4	41.1	----
38. Knowledge of the functions of the public library as a foundation for cooperative endeavors	55.4	11.1	----	44.4	----
39. Knowledge of group dynamics	52.5	15.7	52.6	15.7	----
40. Education courses required for teacher certification	49.9	22.2	77.7	16.6	5.5
41. Knowledge of the production of instructional materials	49.9	----	11.1	33.3	11.1
42. Background in personnel work	44.4	5.5	11.1	11.1	----
43. Leadership skill s	41.1	17.6	29.4	23.5	----
44. General background in science	38.8	50.0	27.7	----	----

% per cent checked by 18 School Librarians in Schools with Grades 1-12

105
TABLE: ~~[illegible]~~

Rating of Competencies Needed for Supervisors Serving as Instructional Materials Specialists as Checked by 30 District Instructional Materials Center Supervisors

		Where Competencies Secured			
Competencies in Rank Order	Rated of Utmost Importance	General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
1. Awareness of the basic content of subject matter areas	79.1	17.2	62.0	17.2	17.2
2. Have a broad Liberal Arts background	75.8	62.0	24.1	17.2	13.7
3. Knowledge of curriculum practices	75.7	13.7	68.9	10.3	10.3
4. Awareness of the basic content of subject matter areas	72.3	34.4	51.7	20.6	3.4
5. In-service training orientation of faculty to facilities and service	72.3	17.2	24.1	24.1	20.6
6. Leadership skills	69.9	23.3	16.6	13.3	20.0
7. Understanding of students needs, interests and abilities	69.9	20.0	63.3	30.0	10.0
8. Understanding of the community and its importance to the school curriculum	69.9	26.6	43.3	13.3	6.6
9. Knowledge of latest teaching techniques	66.6	10.0	33.3	3.3	6.6
10. Knowledge of objectives of the school program	66.6	23.3	60.0	23.3	6.6
11. Knowledge of the administration of the instructional materials program	66.6	26.6	13.3	40.0	30.0
12. Knowledge of the selection and securing of printed materials related to student needs	66.6	23.3	23.3	56.6	6.6
13. Knowledge of the selection and securing of audio-visual materials related to teacher needs	66.6	20.0	13.3	20.0	36.6
14. Awareness of professional responsibilities and obligations	63.3	23.3	53.3	50.0	6.6
15. Knowledge of the organization of instructional materials: cataloging, classification, processing, etc., of print and audio-visual material	63.2	20.0	.3.3	50.0	10.0
16. Knowledge of the selection and securing of audio-visual materials related to student needs	63.2	20.0	16.6	20.0	36.6

% per cent answered out of 30 District Instructional Materials Center Supervisors

TABLE: 105 (Continued)

Rating of Competencies Needed for Supervisors Serving as Instructional Materials Specialists as Checked by 30 District Instructional Materials Center Supervisors

		Where Competencies Secured			
Competencies in Rank Order	Rated of Utmost Importance	General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
17. Knowledge of the selection and securing of printed materials related to teacher needs	63.3	23.3	33.3	46.6	10.0
18. Organization skills	63.2	23.3	6.6	50.0	13.3
19. Successful teaching experience	63.3	20.0	20.0	13.3	13.3
20. Knowledge of bibliographic sources of materials	60.0	20.0	20.0	60.0	10.0
21. Knowledge of business techniques and record keeping	60.0	36.6	20.0	33.3	10.0
22. Knowledge of children's growth, development and learning processes	56.6	20.0	63.3	13.3	3.3
23. Knowledge of how to teach the use of library resources	56.6	20.0	23.3	60.0	3.3
24. Knowledge of how to teach the use of reference tools	56.6	33.3	10.0	63.3	6.6
25. Knowledge of techniques for evaluating library programs and services	56.6	16.6	10.0	50.0	3.3
26. Planning new quarters remodeling existing ones	55.0	17.2	3.4	41.3	24.1
27. Background in personnel work	53.3	26.6	20.0	6.6	3.3
28. Knowledge of skill in exhibit and display techniques	53.3	16.6	20.0	33.3	26.6
29. Knowledge of the integrated use of various types of instructional materials	53.3	16.6	23.3	30.0	33.3
30. Knowledge of audio-visual equipment; its selection, maintenance and operation	53.2	6.6	3.3	6.6	40.0
31. Knowledge of research techniques and methods	53.2	26.6	40.0	43.3	6.6
32. Education courses required for teacher certification	51.6	20.6	75.8	10.3	13.7
33. Knowledge of reviewing and book talk techniques	50.0	23.3	10.0	56.6	----
34. Knowledge and understanding of how to utilize local resources	49.9	20.0	26.6	20.0	16.6

% per cent answered out of 30 District Instructional Materials Center Supervisor

TABLE: 105 [redacted] (Continued)

Rating of Competencies Needed for Supervisors Serving as Instructional Materials Specialists as Checked by 30 District Instructional Materials Center Supervisors

		Where Competencies Secured			
Competencies in Rank Order	Rated of Utmost Importance	General Preparation	Education Courses	Library School	Audio-Visual Courses
	%	%	%	%	%
35. Successful internship in a school library or instructional materials center	49.9	10.0	6.6	23.3	6.6
36. Understanding of student behavioral patterns and discipline techniques	46.6	20.0	53.3	13.3	50.0
37. Knowledge of the production of instructional materials	40.0	16.6	16.6	20.0	40.0
38. Knowledge of group dynamics	39.9	13.3	33.3	10.0	3.3
39. Knowledge of publicity techniques	39.9	16.6	16.6	36.6	20.0
40. General background in science	37.8	65.0	20.6	10.3	3.4
41. Knowledge of story telling techniques	36.6	20.0	13.3	36.6	----
42. Knowledge of the functions of the public library as a foundation for cooperative endeavors	36.6	20.0	6.6	40.0	6.6
43. Knowledge of students reading difficulties	34.7	13.7	48.2	13.7	----
44. Knowledge of guidance and counselling techniques	33.2	20.0	46.6	6.6	----

% per cent answered out of 30 District Instructional Materials Center Supervisors

which show the ratings of 177 elementary school librarians, 14 librarians in elementary-junior high school libraries, 101 junior high, 31 junior-senior high, and 172 senior high school librarians as well as 18 librarians serving grades 1-12 and 30 district IMC supervisors, shows a very consistent pattern of ratings for all six groups. The ratings of the supervisors vary somewhat as one would expect. A composite rank of competencies is found in Chart 13 on pages 316 to 317.

A need for a broad Liberal Arts background, knowledge of how to teach the use of library resources and reference tools, a knowledge of how to select and secure printed materials related to student needs, as well as an understanding of student reading needs, interests, and abilities received the highest ratings by all groups, or approximately 75% to 96% of them. Also rating very high was the need for an awareness of professional responsibilities and obligations and a knowledge of the administration of the instructional materials program. Elementary school librarians rated very high their special need to know about children's growth, development, and learning processes, and to know the techniques of story telling. This awareness of student needs and services designed to meet these needs is reflected in the high priorities given to such competencies by the librarians.

Other competencies considered of utmost importance and checked by 57% to 75% of the school librarians relate to a need for knowledge of (1) the objectives of the school, (2) the curriculum practices, (3) the needs of teachers, (4) the basic content of subject matter areas, (5) educational trends and research, (6) a successful teaching experience, and (7) how to organize for use all types of media in terms of the latest teaching techniques in use.

A third grouping of competencies rated of utmost importance by approximately 50% to 65% of the school librarians indicate a need to know how to select for

Chart 13

A Composite Rank of Competencies Rated of Utmost Importance

Rank	Competencies
1	Have a broad Liberal Arts background
2	Knowledge of how to teach the use of library resources
3	Knowledge of how to teach the use of reference tools
4	Knowledge of the selection and securing of printed materials related to student needs
5	Understanding of student needs, interests, and abilities
6	Knowledge of the administration of the instructional materials program
7	Awareness of professional responsibilities and obligations
8	Knowledge of children's growth, development and learning processes
9	Knowledge of story telling techniques (rated high by elementary school librarians)
10	Awareness of the basic content of subject matter areas
11	Knowledge of the selection and securing of printed materials related to teacher needs
12	Knowledge of objectives of the school program
13	Knowledge of the organization of instructional materials: cataloging, classification, processing, of print and audio-visual materials
14	Knowledge of curriculum practices
15	Awareness of educational trends and research
16	Knowledge of the selection and securing of audio-visual materials related to teacher needs
17	Knowledge of student reading difficulties
18	Knowledge of the integrated use of various types of instructional materials
19	Successful teaching experience
20	Knowledge of the selection and securing of audio-visual materials related to student needs

Chart 13 (cont)

Rank	Competencies
21	Organization skills
22	Knowledge of latest teaching techniques
23	Knowledge of bibliographic sources of materials
24	Understanding of student behaviorial patterns and discipline techniques
25	Knowledge of skill in exhibit and display techniques
26	Knowledge of reviewing and book talk techniques
27	Knowledge of techniques for evaluating library programs and services
28	In-service training orientation of faculty to facilities and services
29	Understanding of the community and its importance to the school
30	Knowledge of audio-visual equipment; its selection, maintenance and operation
31	Knowledge of business techniques and record keeping
32	Leadership skills
33	Knowledge and understanding of how to utilize local resources
34	Knowledge of research techniques and methods
35	Education courses required for teacher certification
36	Planning new quarters, remodelling existing ones
37	Knowledge of publicity techniques
38	General background in science
39	Knowledge of guidance and counselling techniques
40	Knowledge of the functions of the public library as a foundation for cooperative endeavors
41	Successful internship in a school library or Instructional Materials Center
42	Background in personnel work
43	Knowledge of the production of instructional materials
44	Knowledge of group dynamics

teacher and student use all types of audio-visual materials and how to integrate the skillful use of these instructional materials. Other competencies rated high relate to administrative techniques. It was believed one must know how to prepare exhibits, review books, evaluate library programs, and keep records as well as understand the role of the school and the library in relation to the community and the public library. Knowledge of bibliographic sources and discipline techniques was judged essential information.

Considered of less significance but still rated of utmost importance by approximately 30% to 50% of those participating in the study were competencies which would include a knowledge of group dynamics, publicity, instructional materials preparation, personnel operations, guidance and counselling, planning for new quarters, research methods, and utilization of local resources for teaching purposes. The same percentage felt it important to have had a successful internship in school librarianship, to have taken education courses needed for teacher certification, and to have a general background in science.

The thirty district supervisors gave higher priorities to some competencies that were more relevant to their work. These competencies included evaluation techniques, in-service orientation, business and record keeping skills, leadership ability, and personnel operations. Also ranked as essential was knowledge of how to plan for new quarters or to remodel existing ones and how to select, maintain, and operate audio-visual equipment. The supervisors agreed that there must be an understanding of the community and its importance to the school. Since their contacts and activities deal almost entirely with faculty and school administrators, 38% to 50% of them rated at the end of the scale such competencies as counselling, story telling, and discipline techniques, knowledge of student reading difficulties, and an understanding of student behavioral patterns. Although many district IMCs do a great deal of the production of instructional materials for faculty, the supervisors also rated this at the lower end of the scale. Most centers use graphics specialists and technicians for this service. A surprisingly lower rating was given by supervisors than by school librarians to the need for knowledge of the function of the public library as a foundation for cooperative endeavors. This may be due to the fact that many supervisors were audio-visual specialists first and librarians second.

When checking where the competencies were secured it was found that the background in Liberal Arts, in science, in an awareness of content in subject areas, in personnel work, and leadership skills came from their general undergraduate preparation in college or on the job. For the majority of the school librarians at all grade levels, only one or two competencies were received from the audio-visual courses. These were a knowledge of audio-visual equipment, its selection, maintenance, and operation, and how to produce audio-visual resources. This bears out the general impression one received when discussing the subject with the librarians during the school visits.

With the exception of the supervisors, many of whom were audio-visual specialists, the knowledge of how to select, organize, and promote the use of audio-visual materials came primarily from library science courses rather than from audio-visual courses. Knowledge of how to produce instructional materials was secured from both library science and audio-visual courses. Educational courses provided little less than a third of the competencies but provided the courses needed for teaching certification. Education courses included background knowledge of child growth, student needs and interests, behavioral patterns, school objectives, the role of the school and the community, reading difficulties, experience in classroom teaching, curriculum practices, educational trends and research methods, the latest of teaching techniques, guidance and counselling techniques, group dynamics and personnel work.

Except for supervisors, over half of the needed competencies checked by all those participating in the study were checked as having come from the course content offered in the library science programs. These included knowledge of how to select, to procure, to organize, and to teach the use of reference works, print, and audio-visual resources to both teachers and students. The many administrative techniques of organizing, developing, and evaluating programs of service for the use of all types of media, as well as knowledge of how to promote the effective use of library resources through story telling, book talks, previewing sessions, publicity techniques, exhibits and displays were developed through the library science programs of study. Competencies in how to plan new quarters, how to produce simple instructional materials for student use, how to work with faculty members in promoting the use of instructional materials, and how to promote the effective use of the public library by students and teachers were also developed in the library science courses.

These findings show that the library school programs are preparing school librarians as media specialists and that a combination of liberal arts education, professional education with some audio-visual educational courses, and library science programs are providing school librarians with competencies they consider of utmost importance in administrating a functional school library program serving as an instructional materials program. Where such programs are offered and how wide spread they are will be discussed in Chapter VII.

CHAPTER VII

PROGRAMS OF PROFESSIONAL PREPARATION FOR SCHOOL LIBRARIANS - 1961-1964

The last phase of this study was concerned with the status of regional and state requirements for the professional preparation of school librarians and with the undergraduate and graduate programs that were available for such preparation in each of the fifty states for the years 1961 through 1963/1964. Visits were made to several undergraduate library schools, and to all but three of the thirty-six accredited library schools of 1962 to secure information from the faculty as to the courses available for preparing school librarians to be material specialists. Catalogs were carefully examined from 351 colleges and universities offering library science programs. The range of programs included those with (1) less than twelve semester hours of undergraduate courses, (2) curriculums offering an undergraduate minor of fifteen semester hours or more, (3) a major of undergraduate work in library science, (4) a master's degree program, (5) a sixth-year program of advanced studies, and (6) a doctoral program. The findings were tabulated in Table 106 and later summarized in Table 125 on pages 425 to 427. The findings are discussed throughout this chapter. An additional forty-eight college catalogs were examined and tabulated in Table 126 on pages 429 to 431. These represented schools that offered only related courses for the school library field, such as courses in the literature for children and for young adults, and courses in education in the audio-visual, radio, and television fields.

All colleges and universities in the country were contacted and asked to send their catalogs if they did offer such programs. It is possible that some institutions were missed, but all that were not heard from were sent reminder notices. These findings were also checked at the time of the study against other published reports of library science offerings in this country.

TABLE: 106 Recommended Hours of Library Science of the Regional Accrediting Association and of the States	American Association of School Librarians Regions	United States Office of Education Regions	Regional Accrediting Association	Region		State	
50 States plus D. C.				Library Science Hours Recommended	Course Areas Recommended	*Library Science* Hours Recommended	Course Areas Recommended
Alabama	III-14	3-5-10	Southern Association			Minor Major	
Alaska	VII-44	4-8-11	**Northwest Association**	6 SH 8 SH 12 SH			
Arizona	IV-23	4-6-12	North Central Association	15 SH	See foot notes	6 SH 15 SH	Administration and Organization of School Library, Cataloging and Classification, Library Materials
Arkansas	IV-24	3-5-13	North Central Association	15 SH	See foot notes	15 SH	Organization & Administration of School Libraries, Instructional Materials, Reference Materials, Practice in Librarianship, Simplified Cataloging.
California	VIII-49	4-8-14	Western College Association			24 SH NCATE	
Colorado	V-29	4-7-15	North Central Association	15 SH	See foot notes		
Connecticut	I-1	1-1-16	New England Association			18 SH	
Delaware	II-7	1-2-17	Middle States Association			24 SH	Book Selection & Acquisition, Elem. Cataloging & Classification, Circulation Policies & Practices, Reference Work, Children's Literature.
District of Columbia	II-13	1-2-18	Middle States Association			Jr. High 30 SH Sr. High M.S.	

TABLE: 106 (Cont'd) Recommended Hours of Library Science of the Regional Accrediting Association and of the States				Region		State	
50 States plus D. C.	American Association of School Librarians Regions	United States Office of Education Regions	Regional Accrediting Association	Library Science Hours Recommended	Course Areas Recommended	Library Science Hours Recommended	Course Areas Recommended
Florida	III-15	3-5-19	Southern Association			21 SH Restricted 30 SH	Books & Related Materials for Y. A., Organiz. & Admin. of School Libraries or Materials Centers, Reference Materials, Classification & Cataloging, A*V Materials, Others.
Georgia	III-16	3-5-20	Southern Association			30 QH	Knowledge of Reading Interest, Understanding Place of Library in Modern Schls, Organiz. of All Types of Library Materials.
Hawaii	VII-51	4-8-21	Western College Association			26 SH	
Idaho	VII-45	4-7-22	Northwest Association	6 SH 8 SH 12 SH	See footnotes	6 SH	
Illinois	VI-36	2-3-23	North Central Association	15 SH	See footnotes	16 SH	Reading Guidance, Function of School Libraries, Materials.
Indiana	VI-37	2-3-24	North Central Association	15 SH	See footnotes	10-15 SH	Selection and Use of Instructional Materials, A-V Educ., Presentation of Instructional Materials Plus A-V, Advanced Problems of Supervision & Administration.
Iowa	VI-38	2-4-25	North Central Association	15 SH	See footnotes	15 SH	BS Special Service Areas Which Endorsements are available.
ansas	V-30	2-4-26	North Central Association	15 SH	See footnotes	8 SH 15 SH 24 SH	

TABLE: 106 (Cont'd)

Recommended Hours
of Library Science
of the Regional
Accrediting Association
and of the States

50 States plus D. C.	American Association of School Librarians Regions	United States Office of Education Region	Regional Accrediting Association	Region		State	
				Library Science Hours Recommended	Course Areas Recommended	Library Science Hours Recommended	Course Areas Recommended
Kentucky	III-17	3-5-27	Southern Association			Minor	
Louisiana	IV-25	3-5-28	Southern Association			18 SH	School Library Materials, Organization, Admin. & Interpretation of School Library Service, School Library Practice Work.
Maine	I-2	1-1-29	New England Association			18 SH	School Library Administration, Books & Materials, Use of Library, Classification & Cataloging.
Maryland	II-8	1-2-30	Middle States Association			16 SH	Pinciples of Librarianship, Organization and Administration of School Library, Books and Material for Elementary School Library.
Massachusetts	I-3	1-1-31	New England Association			18 SH	Books and Related Materials for Children & Young People, School Library Organiz. Admin. & Practice Reference Material &their Use, Classification and Cataloging of Books & Related Materials.
Michigan	VI-39	2-3-32	North Central Association	15 SH	See footnote	15 SH minor 24 SH major	
Minnesota	VI-40	2-4-33	North Central Association	15 SH	See footnote		
Mississippi	III-18	3-5-34	Southern Association			24 SH	Books & Related Materials for Children and Young Adults, Administration of Libraries,

TABLE: 106 (Cont'd)

Recommended Hours of Library Science of the Regional Accrediting Association and of the States

50 States plus D. C.	American Association of School Librarians Regions	United States Office of Education Regions	Regional Accrediting Association	Region		State	
				Library Science Hours Recommended	Course Areas Recommended	Library Science Hours Recommended	Course Areas Recommended
Missouri	VI-41	2-4-35	North Central Association	15 SH	See footnote	15 SH	
Montana	VII-46	4-7-36	Northwest Association	6 SH 8 SH 12 SH	See footnote	20 SH	
Nebraska	V-31	2-4-37	North Central Association	15 SH	See footnote		
Nevada	VIII-50	4-8-38	Northwest Association	6 SH 8 SH 12 SH	See footnote	24 SH	
New Hampshire	I-4	1-1-39	New England Association			24 SH	Book Selection, School Library Service, Cataloging & Classification; Library Orientation or Library Usage.
New Jersey	II-9	1-2-40	Middle States Association			30 SH	Cataloging. Classification, Reference Work, Book Selection, Bibliography, Library Organization and Administration.
New Mexico	IV-26	4-6-41	North Central Association	15 SH	See footnote	15 SH minor 19 SH major	
New York	II-10	1-2-42	Middle States Association			36 SH	Library Orientation, Library Methods & Techniques, Books, Reading & Library Materials, Reading techniques.
North Carolina	III-19	3-5-43	Southern Association			18 SH	Organization and Administration of School Libraries, Cataloging and Classification, Materials for Children & Young People & Reference Material.

TABLE: 106 (Cont'd)

Recommended Hours of Library Science of the Regional Accrediting Association and of the States

50 States plus D. C.	American Association of School Librarians Regions	United States Office of Education Region	Regional Accrediting Association	Region		State	
				Library Science Hours Recommended	Course Areas Recommended	Library Science Hours Recommended	Course Areas Recommended
North Dakota	V-32	2-4-44	North Central Association	15 SH	See footnote	6 SH 15 SH 24 SH	Organization & Administration, Cataloging and Classification, Book Selection, Reference, Bibliography, Literature for Children & Adolescents, A-V Aids.
Ohio	VI-42	2-3-45	North Central Association	15 SH	See footnote	30 SH	Reference Bibliography & Book Selection, Books for Young People, Cataloging and Classification, Administration of School Libraries.
Oklahoma	IV-27	4-6-46	North Central Association	15 SH	See footnote	18 SH	
Oregon	VII-47	4-8-47	Northwest Association	6 SH 8 SH 12 SH	See footnote		
Pennsylvania	II-12	1-2-48	Middle States Association			12 SH Elem. 24 SH High School	
Rhode Island	I-5	1-1-49	New England Association			40 SH	
South Carolina	III-20	3-5-50	Southern Association			18 SH T-L 24 SH full-time	Administrative, Bibliographic, Technical Processes
South Dakota	V-33	2-4-51	North Central Association	15 SH	See footnote		

TABLE: 106 (Cont'd)

Recommended Hours of Library Science of the Regional Accrediting Association and of the States

50 States plus D. C.	American Association of School Librarians Regions	United States Office of Education Regions	Regional Accrediting Association	Region		State	
				Library Science Hours Recommended	Course Areas Recommended	Library Science Hours Recommended	Course Areas Recommended
Tennessee	III-21	3-5-52	Southern Association			12 SH T-L 18 SH full-time	For T-L: Books & Related Materials for Children and Young People, Reference Material Organization of Materials, School library Admin., For Librarian: Books & Related Materials for Adults, A-V Materials, Principles of Librarianship.
Texas	IV-28	4-6-53	Southern Association				
Utah	V-34	4-7-54	Northwest Association	6 SH 8 SH 12 SH	See footnote	9 QH	Cataloging, Classification, Library Methods, Book Selection, Children's Literature.
Vermont	I-6	1-1-55	New England Association			12 SH T-L 30 SH full-time	For T-L: School Library Admin., Books & Materials, Reference Materials & Teaching Use of Library, Classification and Cataloging.
Virginia	III-22	3-5-56	Southern Association			18 SH	Children's Lit., Adolescent and Adult Lit., Reference & Bibliography, Admin. & Organization, Cataloging & Classification, Planning & Management, Acquisition of Materials, Use of Materials.
Washington	VII-48	4-8-57	Northwest Association	6 SH 8 SH 12 SH	See footnote	12 SH L.S. degree	

TABLE: 106 (Cont'd) Recommended Hours in Library Science of the Regional Accrediting Association and of the States 50 States plus D. C.	American Association of School Librarians Regions	United States Office of Education Region	Regional Accrediting Association	Region		State	
				Library Science Hours Recommended	Course Areas Recommended	Library Science Hours Recommended	Course Areas Recommended
West Virginia	II-11	3-5-58	North Central Association	15 SH	See footnote	24-30 SH	
Wisconsin	VI-43	2-3-59	North Central Association	15 SH	See footnote	15 SH	Library Administration, Cataloging and Classification, Book Selection, Materials and Reference.
Wyoming	V-35	4-7-60	North Central Association	15 SH	See footnote	24 SH	Instructional Materials, Organization and Maintenance, Book Selection, Library Administration.

North Central Association - Courses Recommended: School library Organization and Administration, Cataloging and Classification, Book Selection and Acquisition with emphasis on the Reading and Needs of Adolescents, Reference Materials, and General Bibliography (15 Semester Hours Recommended)

Northwest Association - Courses Recommended: Organization and Administration of the Library, Cataloging and Classification, Book Selection, Reference.

Schools of 100 pupils or less 6 SH
Schools of 100-499 pupils 8 SH
Schools of 500 pupils or more 12 SH

When these facts, as well as information about the number of school library supervisors there were in each state, are compared with the findings relating to the school libraries that participated in the study, it is possible to see a relationship between the types of library education programs and supervisory personnel available and the IMC school library programs of services and resources found in the schools in different states.

Regional and State Recommendations

As was noted in the first chapter of this study, there have been regional accrediting associations in the United States since before the turn of the century. It was not, however, until 1918 that school libraries were included in the evaluation schedules of secondary schools. Since that time there have been many changes in the quantitative and qualitative recommendations for school libraries in order to meet the changing needs of modern schools. Some of the regional accrediting associations also have made recommendations for the professional preparation of school librarians, noting the number of semester hours of professional courses needed and specifying the type of library science courses to be taken. If secondary schools were to receive accreditation recognition, they needed professional librarians with such preparation. Along with the regional recommendations there have been state standards for school libraries, including recommendations for the professional preparation of school librarians. In recent years sixty-eight percent of the state standards and recommendations have been somewhat higher than those of the regional accrediting associations and range from sixteen semester hours of library science recommended to a master's degree in the field. This information is noted in Table 106.

Table 106 lists each state alphabetically, indicates the regional accrediting association of which it is a part, and gives the regional and state recommendations of 1962, if any, for the number of semester hours and courses in library science for school librarians. The North Central Association recommended, at that time, fifteen semester hours of library science for librarians in schools applying for regional accreditation, while the Northwest Association recommended only six semester hours of library science for librarians in schools with 100 pupils or less, eight semester hours for those in schools of 100-499 pupils, and twelve semester hours for those in schools of 500 pupils or more. These were the only Associations giving such figures. Very few states still use the size of school enrollment as a basis for the professional preparation of teachers or of school librarians. Theoretically all children need good teachers and librarians, and small schools need better prepared personnel, especially if facilities are less than adequate. On the other hand, it is realistic to note that it is often difficult to attract well qualified personnel for small schools and for rural areas, such as are found in the mountains and sparsely populated states which are part of the Northwest Association where recommendations are lower.

The library science courses specified by the North Central and Northwest Associations for school librarians include basic traditional courses in school library organization and administration, cataloging, classification, book selection, acquisition, reference, and general bibliography. Some sixteen states, in their own standards, use the term *Instructional Materials* or the phrase *All Types of Library Materials* in place of *Book Selection*. Florida standards also refer to courses in the administration and organization of school libraries as *Administration of Material Centers*. This reflects a more modern emphasis. The spelling out of such courses tends to insure that a balanced library science program will be taken rather than a mere building-up of credit hours in the library science field, even if such courses might be taken by correspondence or in summer programs at various institutions.

Availability of Degree Programs in Library Science

Looking at the regional organization of states, it is interesting to note that five out of the seven states that are part of the Northwest accrediting association have no graduate programs of library science and that only one to five institutions in those states offer library science as a minor program. None of the schools in these five states - Alaska, Idaho, Montana, Nevada, and Utah - were recommended by their state supervisors as having school libraries functioning as instructional materials centers.

Similar findings can be seen in the New England region. Maine had no graduate or undergraduate program in library science and had no school libraries recommended for the study. Rhode Island and Vermont had no graduate programs of library science and only one undergraduate program was available.[1] They also had no school libraries recommended for the study. New Hampshire had one undergraduate program and had four schools in Type III and Type V schools[2] that filled in the Checklist. Only Massachusetts and Connecticut had graduate programs of library science, with three undergraduate programs also available. Massachusetts had one school library of Type II and Connecticut had two school libraries of Type III schools. Seven schools in the New England area participated in the study. None were in Type I, one was in Type II, four in Type III, and two were in Type V schools.[3]

Of the twenty-two states, including the ones just mentioned that had no school libraries identified in the study as IMC school libraries, Maine and Alaska offered, at the time of the study, no library science degree programs at all. Rhode Island, Vermont, New Mexico, Nebraska, North and South Dakota, and Wyoming offered undergraduate programs only. Seven other states -- Iowa, Kansas, Missouri, West Virginia, Mississippi, Arizona, and Hawaii -- offered graduate programs of library science, and all but Hawaii also had undergraduate programs available.

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[1] See Table 125, pp. 425-427.
[2] See Chart 10, p. 29.
[3] Ibid.

Oklahoma and Colorado each had an accredited library school and undergraduate programs of library science but had no school libraries identified as IMC libraries at the time of the study. Most of these twenty-two states in New England and in the west had sparse population, were agricultural, or mountainous. Eleven had no state school library supervisor. Two had such a position but it was vacant at the time. Four of these states had no state recommendations for the number of hours of library science needed for school librarians, one listed six hours, six listed from twelve to nineteen semester hours recommended, nine listed twenty to twenty-six semester hours, and two listed from thirty to forty semester hours. These findings can be found in Table 17 on pages 152 to 154 and in Table 106 of this chapter. Several of the states just mentioned that had no school identified by use of the Checklist did indicate that there were some schools and school systems with IMC libraries. These are identified in Table 16 on pages 137 to 151. But nine states, namely Maine, Iowa, South Dakota, West Virginia, Arizona, New Mexico, Oklahoma, Idaho, and Montana listed no schools having IMC school libraries. Six of these had no state school library supervisor, and only one had an accredited library school.

Regrouping these states by regions, there were three states in the New England area, six states in the Plains section, two states in the South East, three states in the South West, five states in the Rocky Mountain area, and three states in the Far West that had no schools identified in the study through the use of the Checklist and that also had limited programs of library science available for students at the undergraduate and the graduate levels. Of the fifteen states without state school library supervisors in 1963, thirteen of them were from this group of twenty-two states. These facts can be seen on the maps of Figures 2 and 3 on pages 17 and 18 of Chapter II. Five of these states are a part of the Northwest Association, twelve are a part of the North Central Association, three are a part of the New England Association, and one, Mississippi, is part of the Southern Association, while Hawaii is part of the Western College Association.

Turning attention to the twenty-eight states, plus the District of Columbia, that have identified IMC school libraries, only Delaware had no institution of higher education that offered library science courses. Of all of the fifty states, only three, namely Alaska, Delaware, and Maine, had no library science course offerings available at any academic level. Professional librarians in these states were required to seek professional preparation in the library field in other states. Delaware, however, identified IMC school librarians in each of the five types of school libraries cited in Chapter II.

Of the seventeen states, including Delaware, that identified Type I school libraries or outstanding IMC programs as well as school libraries in the other four categories, fourteen states had one or more accredited library schools, eleven of the states had nonaccredited graduate library science programs, and sixteen had undergraduate programs of library science available as well. New York, Illinois, Indiana, Michigan, Minnesota, North Carolina, Tennessee, Texas, California, and Washington had professional library science programs at all academic levels. These seventeen states all identified IMC libraries in four or five of the five types categorized in Chapter II and all had school library supervisors.

Twelve other states identified IMC school libraries in one to four of Types II to Type V school libraries. Six had accredited library schools, seven had nonaccredited graduate programs of library science, and eleven had undergraduate programs of library science. Four states, Massachusetts, Pennsylvania, Kentucky and Ohio, had library science programs available at all levels. Maryland, Virginia, New Hampshire, Arkansas, and South Carolina had only undergraduate programs of library science, while Connecticut had only a graduate nonaccredited program. Of the twelve states, only New Hampshire and Ohio did not have state school library supervisors. Ohio had city, town and county school library supervisors. With the exception of New Hampshire and Connecticut, all the twenty-eight states had city, town, and county school library supervisors as well as state supervisors. Thus leadership at the supervisory level and professional library science programs at several academic levels were available in states represented in the study as having IMC type school library facilities and programs of service. Summary Table 125 also shows that 276 school librarians who participated in the study had received degrees from accredited library schools and 202 from nonaccredited library science programs. This table is on pages 425 to 427.

In states that had accredited library schools, a very high percentage of the school librarians participating in the study had their library degrees from accredited library schools. The range was from one state having thirty-six school librarians having degrees from accredited library schools and thirty-four from nonaccredited library schools to another state with one librarian with a degree from an accredited school to one from nonaccredited schools. Only Louisiana and California, which have accredited library schools, had no school librarians who participated in the study who had degrees from accredited library schools. Virginia, which had no accredited library school, did have school librarians with degrees from accredited library schools located in other states. Virginia also had the largest number of school libraries represented in the study.

Stated another way, of the sixteen states that had from ten to sixty-two school libraries identified in the study as having IMC programs, all but Virginia and Maryland had accredited library schools and all sixteen had undergraduate programs of library science as well. Seven out of twelve states, or Delaware, Oregon, Alabama, Arkansas, South Carolina, Connecticut, and New Hampshire that had from one to nine schools identified in the study did not have accredited library schools, but, except for Delaware, they all had some type of library science program available at institutions of higher learning. The study, therefore, does seem to indicate that there is a relationship between (1) outstanding IMC programs of library service, (2) librarians holding professional degrees, (3) the availability of library schools at the graduate and undergraduate levels, (4) the potential leadership of school library supervisors at the state and local levels, and (5) the recommendations of regional and state standards for school libraries plus recommended hours of library science. A detailed analysis of this was not possible in this study but merits further consideration at a later time.

Types of Library Science Programs Available in 1962

Accredited Graduate Library Schools

In 1962 there were thirty-six accredited graduate library schools in twenty-one states, in Washington, D.C. , and in Canada. Those in Canada are tabulated but are not part of the study. Visits were made to all but three of these schools, examinations were made of all the library school catalogs, and the tabulations of these findings in Tables 107 to 109 were later checked by representatives of each of these library schools. The following information was sought from each institution.

1. Did the courses offered meet certification requirements for school librarians?
2. Was there articulation of the undergraduate library science courses with the graduate program?
3. Was there a prerequisite of undergraduate library science hours?
4. What was the total number of library science courses offered?
5. What was the degree structure of each library science program?

The findings in Table 107 show that all of the accredited library schools in this country did offer courses that met state recommendations for the certification of school librarians. With the exception of the University of California at Los Angeles, Rosary College, Simmons, Pratt, Columbia, Western Reserve, and Drexel, all of these schools had programs that articulated with the undergraduate programs of library science. The number of course offerings varied from nineteen courses to fifty courses, depending upon the number and type of degree programs offered. These ranged from a Bachelor's degree with a minor or major in library science, to an M.L.S. degree to a sixth

TABLE: 107 DEGREE 36 Accredited Library Schools, 1962 21 States plus Canada and D.C.	Meets Certification	NCATE Approved	Articulates Grad. Program	Introductory to Library Course	Total Undergrad. Hours Offered	Total Number of Hours Offered	Number of Courses Offered	Undergraduate Hours Prerequisite	Bachelor's Degree		M.L.S.	6th Year Program	Ph.D.	Others
									Minor	Major				
California - University of California (Berkeley)	x	x	x			90 S.H.	38				28 S.H.		36 S.H.	D.L.S. 36 S.H.
University of California (Los Angeles)	x	x				60 S.H.	24				24-30 S.H.	Being Planned 64/65	Being Planned 64/65	Post M.L.S. Program Interships (4)
University of Southern California	x	x	x		6 S.H.	88 S.H.	37	6 S.H.	6 S.H. as electives		30 S.H. 6 S.H. Prereq.		Major in L. S. 60 Units	
Canada - British Columbia University			x			15-24 Units	7				B.L.S. 5th yr. 15 Units			
McGill University			x		-	46 S.H.	19				B.L.S. 5th yr. 34 S.H.	M.L.S. 6th yr. Thesis		
University of Toronto							42				B.I.S. 5th yr.	M.L.S. 6th yr. 8 - ½ yr. courses		
Colorado - University of Denver	x	x	x		37.5 Q.H.	99 QH.	33	15 Q.H.			15 QH Prereq. 45 QH			Combined L.S. & Subject Field for Doctoral Work
District of Columbia Catholic University of America	x		x		10 SH						10 SH Prereq. 30 SH +6 SH Dissertation			
Florida - Florida State University	x	x	x	x (2)	23 SH	89 SH	28	9 SH	24 SH	30 SH	9 sh Prereq. 36 SH* NO Thesis			*or 30 SH with Thesis program **MA competency in modern lang.
Georgia - Atlanta University	x		x		10 SH	69 SH	23				39 SH			10 SH for Teacher-Librarian Cert.
Emory University	x	x	x		15 QH	60 QH	23	15 QH			15 QH Prereq. 60 QH	6th yr. 50 QH		MA 45 QH

TABLE: 107 (Cont'd) DEGREE 36 Accredited Library Schools, 1962 21 States plus Canada and D.C.	Meets Certification	NCATE Approved	Articulates Grad. Program	Introductory to Library Course	Total Undergrad. Hours Offered	Total Number of Hours Offered	Number of Courses Offered	Undergraduate Hours Prerequisite	Bachelor's Degree		M.L.S.	6th Year Program	Ph.D.	Others
									Minor	Major				
Illinois - Rosary College	x					81 SH	27				30-36 SH			
University of Illinois	x	x	x	x	42 SH	184 SH	50	12 SH	20 SH 12 SH Prereq.		8 Units (32 SH) 12 SH Prereq.	8 units (32 SH)	12 units (48 SH)	Certif. of Advanced Studies in Librarianship A.S.L. 8 Units
University of Chicago	x	x	x		27 QH	141 QH	47				9-15 Courses 8 in LS		18 Courses Min.	4 correspondence Courses
Indiana - Indiana University	x	x	x	x	14+ SH	64+ SH	26	8 SH	22-24 SH 14-16 SH +8 AV		30-36 SH 8 SH Prereq.			MS in Educ. with LS Minor 8 hrs.
Kentucky - University of Kentucky	x	x	x		30 SH	77+ SH	26	9 SH	18-21 SH	24 SH	30 SH 9 SH Prereq.			MA 24 SH 9 SH Prereq.
Louisiana - Louisiana State University	x	x	x		21 SH	81 SH	26	12 SH	18-24 SH		36 SH 12 SH Prereq.			
Massachusetts - Simmons College	x					144 SH	36				36 SH*			*With 32 SH in L.S.
Michigan - University of Michigan	x	x	x	x	17 SH	98 SH	47		15 SH		34 SH		16 SH plus M.L.S.	
Western Michigan University	x	x	x	x	26 SH	66 SH	28		26 SH		30-34 SH 20 in LS	in Educ. IMC Spec.		
Minnesota - University of Minnesota	x	x	x		21 SH	99 SH	33	15 SH	21 QH		45 QH 15 QH Prereq. 18 QH Thesis 78 QH		Minor	2 Correspondence Courses

TABLE: 107 (Cont'd)

DEGREE

36 Accredited Library Schools, 1962 **21 States plus Canada and D.C.**	Meets Certification	NCATE Approved	Articulates Grad. Program	Introductory to Library Course	Total Undergrad. Hours Offered	Total Number of Hours Offered	Number of Courses Offered	Undergraduate Hours Prerequisite	Bachelor's Degree		M.L.S.	6th Year Program	Ph.D.	Others
									Minor	Major				
New Jersey - Rutgers University	x	x	x		12 SH	102 SH	30		18 SH for Certifi.		30-36 SH 30 in LS		54-60 SH 30 SH - Research	
New York - Pratt Institute	x					82 SH	32				36 SH 18 SH Requ. LS			
Columbia University	x	x				134 SH	45				36 SH 21 SH Requ. LS	x	LS Minor	D.L.S. 66 SH with 12 SH in Other Division
Syracuse University	x	x	x		33 SH	90 SH	29	6 SH		18 SH	30-36 SH 6 SH Prereq.	x		
North Carolina - University of North Carolina	x	x	x		33 SH	82 SH	29		18 SH		39 SH			15 SH Core Courses at grad. level Required 1 Correspond.
Ohio - Western Reserve University	x	x				94 SH	43				32 SH		78 SH*	*Combined L.S. & Subj. Field
Kent State University	x	x	x		25 QH	118 QH	33		24-25 QH		48 QH			MS Ed LS Major 48 QH
Oklahoma - University of Oklahoma	x	x	x	x	12 SH	74 SH	26	12 SH	12-18 SH	24-36 SH 12 SH LS	32 SH 12 SH Prereq.			MALS 30 SH 12 SH Prereq., 1 Correspondence Course
Pennsylvania - Drexel Institute of Technology	x	x				136 QH	42				60 QH			15 QH Prereq. Basic Courses
University of Pittsburgh	x	x	x		8 SH	83 SH	29	8 SH			32 SH 8 SH Prereq.	x	x	
Tennessee - George Peabody College	x	x	x		18 QH	118 QH	31	18 QH	30 QH		54 QH 18 QH Prereq.	Ed. S. 36 QH 12 QH Prereq.	L.S. Minor	MA With Minor LS 16 QH Plus 18 QH Prelim.

TABLE: 107 (Cont'd.)

DEGREE 36 Accredited Library Schools, 1962 21 States plus Canada and D. C.	Meets Certification	NCATE Approved	Articulates Grad. Program	Introductory to Library Course	Total Undergrad. Hours Offered	Total Number of Hours Offered	Number of Courses Offered	Undergraduate Hours Prerequisite	Bachelor's Degree		M.L.S.	6th Year Program	Ph. D.	Others
									Minor	Major				
Texas - University of Texas	x	x	x		24 SH	77 SH	26	6 SH	12-18 SH		30 SH 6 SH Prereq.			
Texas Woman's University	x	x	x		34 SH	118 SH	37	9 SH	21 SH	31 SH	30-36 SH 6 SH Prereq.			MA 30 SH
Washington - University of Washington	x		x	x	27 QH	86 QH	31		18 QH		46 QH	x		M. Law Librarianship 46 QH
Wisconsin - University of Wisconsin	x	x	x		17 SH	54 SH	19	8 SH	15 SH		24 SH 8 SH Prereq.	x		3 Non-credit Correspondence Courses

year program, and to the Ph.D. degree or its equivalent. All gave the M.L.S. degree; seven including Illinois, Columbia, Syracuse, Pittsburgh, Peabody, Washington and Wisconsin [redacted] had a sixth year program; and eight were offering the Ph.D. degree, namely, California, University of Southern California, Illinois, Chicago, Michigan, Rutgers, Western Reserve, and Pittsburgh. Other schools offered Ph.D. degrees in cooperation with some other graduate department in the university or were planning advanced programs of study.

Table 108 indicates that at the time of the study, with the exception of Denver, Illinois, Simmons, and Syracuse, the person in charge of the library school devoted full-time to the school. In two-thirds of the schools there were more than fifty percent of the faculty who were full-time members. The total number of full-time faculty ranged from three to thirteen with Florida, Rutgers, and Western Reserve having eleven, twelve, and thirteen, respectively. Only Florida had no part-time faculty. The total number of faculty, full and part-time, ranged from five to thirty-two.

With visits to the library schools and with a careful examination of library school catalogs, an effort was made to determine if there were special courses offered in school library administration, and in the audio-visual field, and if the selection courses were oriented toward the selection of all types of library materials or to books only. Table 109 shows that all schools gave a special course in school library administration, nineteen schools offered a special audio-visual course, and twenty recommended the audio-visual course taught outside the library school which made a total of thirty-one out of thirty-three schools in the United States. Three schools redesigned their programs for school librarians emphasizing all types of instructional materials. These included Florida State University, Indiana University, and Western Michigan University. These institutions also had strong audio-visual departments and centers for servicing students and faculty. The library schools at Florida State, University of Illinois, and the University of Washington were the first

TABLE: 108

FACULTY

36
Accredited
Library
Schools, 1962

21 States plus Canada and D. C.

	Person in charge of library school devotes full-time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full-time	Less than 50% full-time	Number of full time faculty	Number of part time faculty	Total number of faculty
California -								
University of California (Berkeley)	x			x		9	3	12
University of California (Los Angeles)			x		x	5	7	12
University of Southern California	x			x		7	4	11
Canada -								
University of British Columbia	x			x		8	3	11
McGill University	x			x		4	2	6
University of Toronto	x				x	5	10	15
Colorado -								
University of Denver		x			x	5	6	11
District of Columbia -								
Catholic University of America	x			x		6	5	11
Florida -								
Florida State University	x			x		11		11
Georgia -								
Atlanta University	x			x		4	3	7
Emory University	x			x		4	2	6
Illinois -								
University of Chicago	x			x		7	6	13
Rosary College	x				x	5	6	11
University of Illinois		x			x	8	15	23
Indiana -								
Indiana University	x			x		8	3	11
Kentucky -								
University of Kentucky	x			x		4	2	6
Louisiana -								
Louisiana State University	x			x		5	1	6
Massachusetts -								
Simmons College		x			x	6	11	17
Michigan -								
University of Michigan	x			x		9	?	
Western Michigan University	x			x		5	2	7

TABLE: 108 (Continued)

FACULTY

36
Accredited
Library
Schools, 1962

21 States plus D.C. and Canada

	Person in charge of Library school devotes full-time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Minnesota -								
University of Minnesota	x			x		6	4	10
New Jersey -								
Rutgers University	x			x		12	7	19
New York -								
Pratt Institute	x				x	5	8	13
Columbia University	x			x		7	4	11
Syracuse University		x			x	5½	7	12½
North Carolina -								
University of North Carolina	x			x		6	6	12
Ohio -								
Western Reserve University	x				x	13	19	32
Kent State University	x				x	3	4	7
Oklahoma -								
University of Oklahoma	x				x	4	5	9
Pennsylvania -								
Drexel Institute of Technology	x				x	8	14	22
University of Pittsburgh	x			x		6	5	11
Tennessee -								
George Peabody College	x			x		6	1	7
Texas -								
University of Texas	x			x		5	3	8
Texas Woman's University	x			x		4	2	6
Washington -								
University of Washington	x			x		5	3	8
Wisconsin -								
University of Wisconsin	x			x		4	1	5

TABLE: 109

INSTRUCTIONAL MATERIALS
HILOSOPHY & PROGRAM OF
THE SCHOOL

36
Accredited
Library
Schools, 1962

21 States plus Canada and D. C.

	Outstanding program in all types of materials	Oriented toward all types of materials	Some interest in non-print materials	Children's Literature			Literature for Young Adults			Audio-visual course taught in library school	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school	Extension courses in A-V	Meet certification requirements for A-V	Audio-visual center in college	Summer Session	School Library Administration Course
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.								
California -																	
University of California at Berkeley		x				x										x	x
University of California at Los Angeles		x			x	x					x	5		x	x	x	x
University of Southern California		x				x			x	x		15				x	x
Canada -																	
British Columbia	Interest in Print				x	x			x			1					x
McGill University		x				x											
University of Toronto		x				x			x								x
Colorado -																	
University of Denver		x				x			x		x	3			x	x	x
District of Columbia -																	
Catholic University of America		x				x			x		x	4		x		x	x
Florida -																	
Florida State University	x					x			x		x	8	6 Hr.	x	x	x	x
Georgia -																	
Atlanta University		x				x			x		x	2				x	x
Emory University		x			x	x			x	x	x	1				x	x
Illinois -																	
University of Chicago			x	x		x	x		x		x	1			x	x	x
Rosary College			x			x			x	x						x	x
University of Illinois		x				x			x	x		4+	x	x	x	x	x
Indiana -																	
Indiana University	x				x	x			x	x	x	51	x	x	x	x	x
Kentucky -																	
University of Kentucky		x				x			x	x		2				x	x
Louisiana -																	
Louisiana State University		x				x			x		x	1	x			x	x
Massachusetts -																	
Simmons College			x			x			x	x		1				x	x
Michigan -																	
University of Michigan		x				x	x	x		x					x	x	x
Western Michigan University	x					x	x		x	x	x	2	x	x	x	x	x

TABLE: 109 (Continued)

INSTRUCTIONAL MATERIALS PHILOSOPHY & PROGRAM OF THE SCHOOL

36
Accredited
Library
Schools, 1962

21 States plus Canada and D.C.

	Outstanding program in all types of materials	Oriented toward all types of materials	Some interest in non-print materials	Children's Literature			Literature for Young Adults			Audio-visual course taught in library school	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school	Extension courses in A-V	Meet certification requirements for A-V	Audio-Visual center in college	Summer Session	School Library Administration Course
				Education Dept.	English Dept.	Library Science Dept	Education Dept.	English Dept.	Library Science Dept								
Minnesota -																	
University of Minnesota		x		x		x	x		x		x	6		x	x	x	x
New Jersey -																	
Rutgers University		x		x		x	x		x	x						x	x
New York -																	
Pratt Institute			x			x			x	x						x	x
Columbia University		x				x			x		x	x			x	x	x
Syracuse University			x			x			x	x	3	9	x	x	x	x	x
North Carolina -																	
University of North Carolina			x			x			x		x	7			x	x	x
Ohio -																	
Western Reserve University		x				x			x	x						x	x
Kent State University		x			x	x		x	x	x	3	9		x		x	x
Oklahoma -																	
University of Oklahoma		x				x			x	x		5				x	x
Pennsylvania -																	
Drexel Institute of Technology		x				x			x	x		1				x	x
University of Pittsburgh		x				x			x			3			x	x	x
Tennessee -																	
George Peabody College			x		x	x		x	x	x	x	4		x	x	x	x
Texas -																	
University of Texas		x				x			x		x		x		x	x	x
Texas Women's University		x				x			x		x	2		x	x	x	x
Washington -																	
University of Washington		x				x			x	x	x	3	x		x	x	x
Wisconsin -																	
University of Wisconsin		x		x		x			x	x	x	8			x	x	x
TOTAL:	3	25	7	4	6	36	5	3	32	19	20	26	8	11	18	33	35

schools to set up a special audio-visual course for library school students and to emphasize the broad approach to library materials and services.

At the time of the study, twenty-five other accredited library schools did orient their courses to the selection, organization, and utilization of all types of library materials. Only seven showed limited interest in nonprint materials. The children's literature course was taught in all of the library schools while in four of the institutions it was also taught in the Education department and in six it was also taught in the English department. The course in literature for young adults was taught in thirty-two of the library schools and also in five departments of Education and three English departments. Eight of the institutions taught an audio-visual course by extension, and thirty-three of the library schools offered courses in the summer session. Only eighteen or half of the institutions had an audio-visual center available on their campuses for student and faculty use.

Depending, of course, upon what year the school librarians who participated in the study received their professional library preparation, it was possible for recent graduates to receive in the library science program at accredited library schools an awareness of how to select, evaluate, utilize, and organize for use all types of library resources in a school library situation. With summer session programs, extension courses in audio-visual education, and sixth year programs for advanced and refresher courses, it was also possible for practicing librarians to return to accredited library schools to brush up on more modern techniques and philosophies of service. Professional literature, including national and state standards, conferences and institutes sponsored by library schools and state agencies also were available to practicing librarians for stimulation and awareness of modern trends in teaching and in library services and resources. From data in Chapter V, it was evident that many of the librarians did acquire new concepts from their library science background and preparation. The broad approach to materials for children and young people had been available in some library schools since the early 1940's.

Nonaccredited Graduate Library School Programs

Thirty-seven other institutions, including one in Canada, offered in 1962-1964 nonaccredited graduate library science programs with an M.S. or M.A. degree in Education, Liberal Arts and Sciences or in Library Science, with a major in library science. Except for three of the schools, all met state certification requirements for school librarians and all but eight articulated the undergraduate program with the graduate one. These findings are tabulated in Table 110.

In approximately two-thirds of these schools or in twenty-three of them, the person in charge of the library school devoted full-time to this responsibility. This is a lower ratio than in the accredited library schools. Table 111 shows that sixteen of the schools, or less than half, had fifty percent or more full-time faculty, with the total number of faculty ranging from one to sixteen. Five schools had no full-time faculty. These included Auburn University in Alabama, Wayne State University in Detroit, Central Michigan University at Mt. Pleasant, the University of Toledo in Ohio and the University of Tennessee. Table 112 indicates that thirty-one of the library science programs were oriented toward a knowledge and understanding of selecting, evaluating, and organizing all types of materials. The other six showed some interest in nonprint materials. This is shown in course descriptions.

Children's literature was taught in thirty-two of the thirty-seven library schools, while in eight out of twelve institutions the course also was offered in the Education department, and in four institutions by the English department. Young adult literature courses were taught in thirty-three of the library schools. In six institutions they were taught in the Education department and in three other institutions they were also taught in the English departments. An audio-visual course was taught in fourteen of the library schools, and though taught outside the library school, was recommended by twenty-three other library schools, making a combined total of thirty-four schools recommending audio-visual courses. Nine of these institutions offered an extension course in audio-visual education and twenty-three had an audio-visual center on the campus available for student

DEGREES TABLE: 110 37 Institutions Offering Undergraduate and/or Graduate Major in Library Science 21 States plus Canada	Meets Certification	NCATE Approved	Articuates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	*Bachelor's Degree in Educ., LAS, or L.S. in Library Science		*M.S. or M.A. in Educ., LAS, or L.S. with Major in Library Science	Additional Degree Offered in Educ., LAS, or L.S. in Library Science
						Minor	Major		
Alabama - Auburn University Auburn, Ala.	x	x	x		Educ. 53-55 QH	28-30QH		25 Q.H.	
University of Alabama University, Ala.	x	x	x			18 S.H.	26 S.H.	24-30 S.H. 30 S.H.	
Arizona - Arizona State University Tempe, Ariz.	x	x	x		52 S.H.	18 S.H.		1515-18 S.H.	Area Concentration in Grad. program.
University of Arizona Tucson, Ariz.	x	x			30-43 S.H	18 S.H.		32 S.H.	
California - Immaculate Heart College Los Angeles, Calif.	x	x			69-72 SH			30 S.H. 30 S.H.	
San Jose State College San Jose, Calif.	x	x	x	x	51-57 SH	12 S.H.	28 S.H.	36 S.H. 36 S.H.	Undergrad: Major in LS plus Jr. High Credent Grad: Non-degree Credential Program 26 SH MA in Curr. Mat. 30 SH MA in Pub. L.Service 30 SH Grad. minor 20 SH L.S.
Canada - University of Ottawa Ottawa - Canada				x	40 S.H.		30 S.H. B.L.S.	36 S.H.	
Connecticut - Southern Connecticut State College - New Haven, Conn.	x	x	x		84 S.H.	18 S.H.		30 S.H.	6-12 SH Electives in L.A.S.
Hawaii - University of Hawaii Honolulu, Hawaii	x		x		38 SH	18 S.H.		26 S.H. 5th year	23 SH Offer in Grad.
Illinois - Southern Illinois University Carbondale, Ill.	x	x	x		85-95 QH	24 Q.H.		52 Q.H.	Grad. Minor in A-V Educ. 15 Q.H. Grad. Minor in Sch. Lib. Serv. 15 QH
Chicago Teachers College South - Chicago, Ill.	x	x	x		51 Tri-mesters	15 Tri.		32 Tri.	
Northern Illinois University DeKalb, Ill.	x	x	x		37-42 SH	17-8 S.H		32 S.H.	MS Educ. Area Major in L.S.

*The degree is sometimes offered in one department only or is available in all three departments (Educ., LAS, L.S.)

DEGREES

TABLE: 110 (Cont'd)

37 Institutions Offering Undergraduate and/or Graduate Major in Library Science 21 States plus Canada	Meet Certification	NCATE Approved	Articulates with Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	*Bachelor's Degree in Educ. LAS, or L.S. in Library Science		*M.S. or M.A. in Educ., LAS, or L.S. Major in Library Science	Additional Degree Offered in Educ., LAS, or L.S. in Library Science
						Minor	Major		
Indiana - Purdue University Lafayette, Ind.	x	x	x		27 SH	15-18 SH	24 SH	18 SH in L.S. Plus 6 SH Electives = 24 SH	18 SH Minor BS degree
Iowa - State University of Iowa Iowa City, Ia.	x	x	x		39 SH		30 SH	30 SH	2 Non-credit Correspondence Courses Full Time Librarian in Iowa 30 SH
Kansas - Kansas State Teachers College Emporia, Kansas	x	x	x	x	87 SH	12-18 S.H.		32 S.H.	
Kentucky - (Nazareth College) Catharine Spálding College Louisville, Ky.			x		84 SH	18-21 SH		30-36 SH	
Michigan - Wayne State University Detroit, Mich.		x				18 QH		24-32-36 QH	Post-degree 18 QH BSLS 36 QH
Central Michigan University Mt. Pleasant, Mich.	x	x	x	x	36 SH	15 or 20 SH	18-24 SH	18-24 SH	Grad. Minor in LS 15-16 SH.
Minnesota - College of St. Catherine St. Paul, Minn.	x	x	x		38 SH	18 SH	30 SH	30 SH BSLS	
Mississippi - University of Mississippi University, Miss.	x	x	x	x	54 SH		X	36 SH	
New York - State University of New York Albany, N. Y.	x	x	x		87 SH	18-24 S.H.		30 SH	6th Year program.
Queens College Flushing, N. Y.	x	x	x		46 SH			36 SH	
State University of New York Geneseo, N. Y.	x	x	x		92 SH		36 SH	32-36 SH M.L.S.	

*The degree is sometimes offered in one department only or is available in all three departments (Educ., LAS, L.S.).

+The deg. is sometimes offered in one department only or is available in all three departments.

DEGREES TABLE: 110 (Cont'd) 37 Institutions Offering Undergraduate and/or Graduate Major in Library Science 21 States plus Canada	Meet Certification	NCATE Approved	Articulates with Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	*Bachelor's Degree in Educ., LAS, or L.S. in Library Science		*M.S. or M.A. in Educ., LAS, or L.S. Major in Library Sci.	Additional Degree Offered in Educ., LAS, or L.S. in Library Science
						Minor	Major		
New York - C. W. Post College Greenvale, N. Y.	x		x	x	84 S.H.			36 S.H.	
St. John's University Jamaica, N. Y.					60 S.H.			36 S.H.	
North Carolina - Appalachian State Teachers College - Boone, N. C.	x	x	x		90 Q.H.	27 QH	45 QH	30 Q.H.	18 S.H. Minor at Graduate level.
North Carolina College at Durham, N. C.	x				64 SH	20 SH		30 S.H.*	*Prerequisite of 18 S.H.
Ohio - University of Toledo Toledo, Ohio	x	x	x		51-62 S.H.	16 S.H.	30 SH	26-30 SH	
Oregon - University of Oregon Eugene, Ore.	x	x	x	x	45+ S.H.	9-21 S.H		45 SH + Thesis or 48 SH Without Thesis.	3 Correspondence Courses
University of Portland Portland, Ore.	x				57 S. H.	12 S.H.		32 S.H.	
Pennsylvania - Duquesne University Pittsburg, Pa.	x	x	x		24 S.H.			24 + 8 Educ. S.H.	
Marywood College Scranton, Pa.	x	x	x		63 S.H.	12-18SH	18 S.H.	30 S. H.	
Villanova University Villanova, Pa.	x				40 S.H.			30 S. H.	
Tennessee - University of Tennessee Knoxville, Tenn.	x	x	x		60 Q. H.	27 Q.H.		27 Q. H.	
Texas - East Texas State College Commerce, Texas	x	x	x		66 S. H.	18 S.H.	24 S.H.	42 S. H.	
North Texas College Denton, Texas	x	x	x	x	19 courses	18 S.H.	30 S.H.	30 S. H. BSLS	

DEGREE TABLE: 110 37 Institutions Offering Undergraduate and/or Graduate Major in Library Science 21 States plus Canada	Meet Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	*Bachelor's Degree in Educ., LAS, or L.S. in Library Science		*M.S. or M.A. in Educ., LAS, or L.S. Major in Library Science	Additional Degrees Offered in Educ., LAS, or L.S. in Library Science
						Minor	Major		
West Virginia - West Virginia University Morgantown, W. Va.	x	x			52 S.H.	18 S.H.	24 S.H.	36 S.H.	

*The degree is sometimes offered in one department only or is available in all three departments (Educ., LAS, L.S.).

FACULTY TABLE: 111

37 Institutions Offering Undergraduate and/or Graduate Major in Library Science 21 States plus Canada	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Alabama - Auburn University Auburn, Ala.	x				x		1	1
University of Alabama University, Ala.	x				x	1	3	4
Arizona - Arizona State University Tempe, Ariz.			x	x		2		2
University of Arizona - Tucson, Ariz.	x			x		3		3
California - Immaculate Heart College Los Angeles, Calif.	x				x	3	6	9
San Jose State College San Jose, Calif.			x	x		5	1	6
Canada - University of Ottawa Ottawa, Canada					x	4	11	15
Connecticut - Southern Connecticut State College New Haven, Conn.	x			x		6	4	10
Hawaii - University of Hawaii Honolulu, Hawaii	x				x	1	2	3
Illinois - Southern Illinois University Carbondale, Ill.	x			x		7	3	10
Chicago Teachers College - South Chicago, Ill.	x			x		3	2	5
Northern Illinois University DeKalb, Ill.	x			x		4	2	6
Indiana - Purdue University Lafayette, Ind.	x				x	1	4	5
Iowa - State University of Iowa Iowa City, Iowa		x			x	1	4	5
Kansas - Kansas State Teachers College Emporia, Kansas	x				x	4	5+	10
Kentucky - Catharine Spalding College (Nazareth College) Louisville, Ky.	x				x	3	7	10

FACULTY TABLE: 111 (Continued)

37 Institutions Offering Undergraduate and/or Graduate Major in Library Science 21 States plus Canada	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Michigan - Wayne State University Detroit, Mich.					x		3	3
Central Michigan University Mt. Pleasant, Mich.		x			x		10	10
Minnesota - College of St. Catherine St. Paul, Minn.			x		x	1	4	5
Mississippi - University of Mississippi University, Miss.	x				x	2	5	7
New York - State University of New York Albany, N. Y.	x			x		7	4	11
Queens College Flushing, N. Y.	x			x		3		3
State University of New York Geneseo, N. Y.	x			x		10	4 Ext.	14
C. W. Post College Greenvale, N. Y.		x			x	4	12	16
St. John's University Jamaica, N. Y.		x			x	4	7	11
North Carolina - Appalachian State Teachers College Boone, N. C.	x			x		2		2
North Carolina College at Durham Durham, N. C.	x			x		3		3
Ohio - University of Toledo Toledo, Ohio		x			x		4	4
Oregon - University of Oregon Eugene, Ore.		x			x	2	5	7
University of Portland Portland, Ore.		x		x		4	5	9

FACULTY TABLE: 111 (Continued)

37 Institutions Offering Undergraduate and/or Graduate Major in Library Science 21 States plus Canada	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Pennsylvania - Duquesne University Pittsburgh, Pa.	x				x	1	3	4
Marywood College Scranton, Pa.	x			x		5		5
Villanova University Villanova, Pa.	x			x		4	3	7
Tennessee - University of Tennessee Knoxville, Tenn.	x				x		2	2
Texas - East Texas State College Commerce, Texas	x				x	2	6	8
North Texas State College Denton, Texas		x			x	2	3	5
West Virginia - West Virginia University Morgantown, W. Va.		x	x	x		3		3

TABLE: 112

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

37 Institutions Offering
Undergraduate and/or Graduate
Major in Library Science

21 States plus Canada

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-Visual center in College
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Alabama - Auburn University Auburn, Ala.	x			x		x	x		x	x		2 8*			
University of Alabama University, Ala.	x			x					x		x				x
Arizona - Arizona State University Tempe, Ariz.	x					x			x		x	1 4*	x		x
University of Arizona Tucson, Ariz.		x		x		x			x		x		x		x
California - Immaculate Heart College Los Angeles, Calif.	x					x			x		x	1		x	
San Jose State College San Jose, Calif.	x				x	x		x	x	x		5 8* 4**	x	x	x
Canada - University of Ottawa Ottawa, Canada	x					x			x						
Connecticut - Southern Connecticut State College New Haven, Conn.	x					x			x		x	1			x
Hawaii - University of Hawaii Honolulu, Hawaii	x			x			x				x	4 4*			x
Illinois - Southern Illinois University Carbondale, Ill.	x					x			x	x			x	x	x
Chicago Teachers College - South Chicago, Ill.	x				x	x		x	x		x	3			x
Northern Illinois University DeKalb, Ill.	x								x		x	1 1*			x
Indiana - Purdue University Lafayette, Ind.	x					x				x	x	2 4*			x
Iowa - State University of Iowa Iowa City, Iowa	x			x		x	x		x	x		7			

*Speech Courses in Radio and Television

**Journalism Courses in Radio and Television

TABLE: 112 (Continued)

STRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

37 Institutions Offering Undergraduate and/or Graduate Major in Library Science 21 States plus Canada	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Kansas - Kansas State Teachers College Emporia, Kansas	x					x			x		x	2		x	x
Kentucky - (Nazareth College) Catharine Spalding College Louisville, Ky.	x					x			x	x					
Michigan - Wayne State University Detroit, Mich.	x					x			x		x		x	x	x
Central Michigan University Mt. Pleasant, Mich.		x		x		x			x	x		3			3
Minnesota - College of St. Catherine St. Paul, Minn.		x		x		x	x		x		x	1 1*			
Mississippi - University of Mississippi University, Miss.	x					x			x	x	x	2	x	x	x
New York - State University of New York Albany, N. Y.	x					x			x		x	2	x		x
Queens College Flushing, N. Y.	x					x			x	x		8*			x
State University of New York Geneseo, N. Y.	x					x			x		x	1 2*			
C. W. Post College Greenvale, N. Y.	x					x			x	x					x
St. John's University Jamaica, N. Y.	x			x		x	x		x		x	4			
North Carolina - Appalachian State Teachers College Boone, N. C.	x			x					x		x	8			
North Carolina College at Durham Durham, N. C.	x					x			x		x	5			x
Ohio - University of Toledo Toledo, Ohio	x			x							x	10			x

*Speech Courses in Radio and Television.

TABLE: 112 (Continued)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

37 Institutions Offering
Undergraduate and/or Graduate
Major in Library Science

21 States plus Canada	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Oregon - University of Oregon Eugene, Ore.		x				x			x			2 15* 4**	x		x
University of Portland Portland, Ore.	x			x		x			x		x	1 3*			x
Pennsylvania - Duquesne University Pittsburgh, Pa.		x		x		x	x				x	3			
Marywood College Scranton, Pa.	x					x			x	x		1 3*			
Villanova University Villanova, Pa.	x					x			x	x		3		x	
Tennessee - University of Tennessee Knoxville, Tenn.	x					x			x	x		3*			x
Texas - East Texas State College Commerce, Texas	x				x	x		x	x			9 2* 1#	x		x
North Texas State College Denton, Texas	x				x	x			x		x	1 5*			
West Virginia - West Virginia University Morgantown, W. Va.		x				x			x	x	x	3			
TOTAL:	31	6	0	12	4	32	6	3	33	14	23	30	9	7	23

*Speech Courses in Radio and Television

**Journalism Courses in Radio and Television

#Communication Courses in Radio and Television and faculty use. This ratio fluctuated slightly one way or the other, but basically, the pattern was the same for the accredited and the nonaccredited graduate programs in library science and reflected the more modern trend in library education with a broadened approach to instructional materials.

Graduate Minor Programs in Library Science

Fifteen other colleges and universities in twelve states offered an undergraduate or graduate minor in library science. Table 113 shows that all fifteen offered programs in library science that met state certification requirements for school librarians and all but two articulated their undergraduate minor or major with the graduate program in library science. Six of the institutions had advanced programs in Education that articulated with the library science program. Table 114 shows that only four of the people in charge of the library science program devoted full-time to this responsibility. The majority of others were also head of the university or college library as well. The number of faculty members was far fewer than was true in the previous library schools. Only Morehead State College in Kentucky and the University of Missouri had two full-time faculty member, and seven others had one full-time person. The other six schools depended on part-time faculty, ranging from one to six. Further data in Table 115 shows, however, that these programs also were oriented toward an understanding of all types of materials. Ten of these library schools offered the courses in children's literature and eleven offered the course in literature for young adults. Similar courses were also offered by the English and Education departments in some of these schools. Only three schools did not offer or recommend audio-visual courses for their students although at least one audio-visual course was available in those institutions. Five of these colleges and universities offered audio-visual courses by extension, and nine out of the fifteen had audio-visual centers available on the college campus.

If one can judge by the course descriptions given in college catalogs, an effort seems to have been made in these fifteen library science programs to

+The de[illegible] is sometimes offered in one department only or is available in all three departments.

DEGREES TABLE: 113

15 Institutions Offering Undergraduate and/or Graduate Courses Minor in L. S. 12 States	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of hours offered in Library Science	*Bachelor's Degree in Educ., LAS, or L. S. in Library Science		*M.S. or MA Minor in Library Science	Additional Degrees Offered in Educ., LAS, L. S. in Library Science
						Minor	Major		
Arizona - Arizona State College Flagstaff, Ariz.	x	x	x		23 S. H.	20 S.H.		15 S.H. Plus	8 S.H. Additional Hours in Education Dept.
Florida - University of Miami Coral Gables, Fla.	x	x	x		17 S. H.	15 S.H.		18 S.H.	
Indiana - Butler University Indianapolis, Ind.	x	x	x		24 S. H.	18 S.H.		21 S.H.	
Ball State Teachers College Muncie, Ind.	x	x	x		52 Q. H.	28 Q.H.		16 Q.H.	
Indiana State College Terre Haute, Ind.	x	x	x		37-39 S.H.	19-24 S.H.		16 S.H. Plus	Electives = 32 S.H.
Kentucky - Morehead State College Morehead, Ky.	x	x	x		27 S. H.	18 S.H.	27 S.H.	27 S.H.	
Massachusetts - Boston University Boston, Mass.	x	x			21 S. H.			18 S.H.	MS Ed. Special in A-V Educ. 7 Courses in A-V
Michigan - Eastern Michigan University Ypsilanti, Mich.	x	x	x	x	27 S. H.	15-19 S.H.	24S.H.	16-20 S.H. Major	
Missouri - University of Missouri Columbia, Mo.	x	x	x	x	29-36 S.H.	15-18 S.H.	24 S.H.	16 S.H.	
Central Missouri State College Warrensburg, Mo.	x	x	x		16-18 Q.H.	17 Q.H.		X	

DEGREES TABLE: 113 (Cont'd) 15 Institutions Offering Undergraduate and/or Graduate Courses Minor in L. S. 12 States	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	*Bachelor's Degree in Educ., LAS, or L. S. in Library Science		*M.S. or MA Minor in Library Science	Additional Degrees Offered in Educ., LAS, L. S. in Library Science
						Minor	Major		
North Carolina - Western Carolina College Cullowhee, NC.	x	x	x		36 Q.H.			18 Q.H.	
Oklahoma - East Central State College Ada, Okla.	x	x			15 S.H.	18 S.H.		6-19 S.H.	Master of Teaching Degree for Elementary teachers Only.
Tennessee - Austin Peay State College Clarksville, Tenn.	x	x	x		51 Q.H.	18-27 Q.H.		21 Q.H.	
Washington - Central Washington State College Ellensburg, Wash.	x	x	x		22 Q.H.	20 Q.H. Educ.		16 Q.H. Specialized	LAS Minor 15-30 Q.H.
West Virginia - Marshall College Huntington, W. Va.	x	x	x		Undergrad. 26-29 S.H. Graduate 37-40 S.H.	12 S.H.	30 S.H.	6 S.H.	MA in Educ. 36 S.H. Major

*The degree is sometimes offered in one department only or is available in all three departments (Educ., LAS, L.S.).

FACULTY TABLE: 114 15 Institutions Offering Undergraduate and/or Graduate Courses Minor in L. S. 12 States	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Arizona - Arizona State College Flagstaff, Ariz.		x			x		1	1
Florida - University of Miami Coral Gables, Fla.			x		x		1	1
Indiana - Butler University Indianapolis, Ind.			x		x		2	2
Ball State Teachers College Muncie, Ind.		x			x	1	2	3
Indiana State College Terre Haute, Ind.		x			x	1	3	4
Kentucky - Morehead State College Morehead, Ky.		x		x		2	1	3
Massachusetts - Boston University Boston, Mass.		x			x		1	1
Michigan - Eastern Michigan University Ypsilanti, Mich.	x				x	1	4	5
Missouri - University of Missouri Columbia, Mo.	x			x		1	1	2
Central Missouri State College Warrensburg, Mo.		x			x		6	6
North Carolina - Western Carolina College Cullowhee, N. C.		x			x	1	2	3
Oklahoma - East Central State College Ada, Okla.		x			x		4	4*
Tennessee - Austin Peay State College Clarksville, Tenn.	x				x	1	4	5

*Unable to verify the number of full-time and part-time faculty from catalog sent.

FACULTY TABLE: 114 (Continued)

15 Institutions Offering Undergraudate and/or Graduate Courses Minor in L. S. 12 States	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Washington - Central Washington State College Ellensburg, Wash.	x				x		6	6 + 2AV
West Virginia - Marshall College Huntington, W. Va.			x		x	1	2	3

TABLE: 115

INSTRUCTIONAL MATERIALS
ILOSOPHY & PROGRAM OF
THE SCHOOL

15 Institutions Offering
Undergraduate and/or
Graduate Courses
Minor in L. S.

12 States	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets Certification requirements for A-V	Audio-Visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Arizona - Arizona State College Flagstaff, Ariz.			x	x				x				2 3*			
Florida - University of Miami Coral Gables, Fla.	x			x		x			x			1			
Indiana - Butler University Indianapolis, Ind.	x			x					x	x	x	1		x	x
Ball State Teachers College Muncie, Ind.	x				x	x			x	x		3*	x	x	x
Indiana State College Terre Haute, Ind.	x			x	x	x			x	x	x	9 23*	x	x	x
Kentucky - Morehead State College Morehead, Ky.		x				x			x	x		1 2*			
Massachusetts - Boston University Boston, Mass.	x					x		x			x	7			x
Michigan - Eastern Michigan University Upsilanti, Mich.	x			x	x				x		x	4 3*	x		x
Missouri - University of Missouri Columbia, Mo.	x			x		x	x		x	x		3 5*			
Central Missouri State College Warrensburg, Mo.		x			x			x			x	2 9*			x

*Speech Courses in Radio and Television

[redacted]

TABLE: 115 (Continued)

STRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

15 Institutions Offering Undergraduate and/or Graduate Courses Minor in L. S. 12 States	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school(Educ., Speech, Journal.)	Extension courses in A-V	Meets Certification requirements for A-V	Audio-Visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
North Carolina - Western Carolina College Cullowhee, N. C.	x				x			x			x	3 8*			
Oklahoma - East Central State College Ada, Okla.	x					x		x	x	x	x	2 1*			x
Tennessee - Austin Peay State College Clarksville, Tenn.	x					x			x	x	x	2 2*			
Washington - Central Washington State College Ellensburg, Wash.	x				x	x		x	x			4	x		x
West Virginia - Marshall College Huntington, W. Va.		x			x	x			x		x	5 6*	x		x
TOTAL	11	3	1	6	7	10	1	6	11	7	9	16	5	3	9

*Speech Courses in Radio and Television

prepare school librarians for modern programs of library service. Limited faculty, however, can dilute the quality of programs offered; however, this study did not check into this aspect. Quality of library holdings and library science collections could only be judged in a general way. One part of library school accreditation pertains to the quality and quantity of the library science collection and to the total holdings of the university library. The accredited library schools are required to maintain high standards of library collections as part of their accreditation. Another accrediting agency is the National Council for Accreditation of Teacher Education (NCATE) which is responsible for accrediting teacher education programs in institutions of higher education and for checking into the quality of library holdings of institutions that apply for accreditation. Since school librarians are part of the teacher education program as well, all of the college catalogs were checked for references to NCATE approved programs. In the three categories of graduate programs of library science which include eighty-eight colleges and universities, NCATE approved programs were found in all but four of the institutions of the thirty-six accredited library schools, in all but six of the thirty-seven graduate non-accredited library science programs, and in all of the fifteen graduate programs offering a minor in library science. Thus it would seem that quality collections were maintained in these institutions, and attention had been paid to meeting standards of quality for accrediting purposes.

Undergraduate Programs of Library Science

Institutions that offered only undergraduate courses in library science also were contacted and their catalogs were carefully examined in the same manner. There were forty-four institutions in twenty-one states that offered an undergraduate major of twenty-four to thirty-plus semester hours in library science, and there were one hundred and seventy institutions in forty states that offered only an undergraduate minor of twelve to twenty-four semester hours in library science. An examination of Tables 107 to 115 indicate that undergraduate minor and major programs were also listed in the other graduate programs as well. A third grouping of institutions offering only undergraduate programs include forty-nine institutions in thirty-two states that offered less than a minor program or less than twelve semester hours of library science courses.

Of the forty-four institutions in twenty-one states that offered an undergraduate major in library science as seen in Table 116, all of them had programs that met state certification requirements for school librarians. Twelve of the institutions, or twenty-five percent, did not have NCATE approved programs. The same twelve institutions plus one in Iowa, Kansas, Nebraska and Slippery Rock State College in Pennsylvania or thirty-six percent did not have undergraduate programs that articulated into graduate programs of library science at other institutions. Two offered correspondence courses in the field and nine offered some advanced courses in library science for Class A certification requirements for school librarians. These are tabulated in Table 116.

Fourteen of the forty-four institutions listed in Table 117 had a full-time person in charge of the library science program. In twenty-seven institutions, it was the college librarian who was in charge of the library science program. Nineteen of the schools had more than fifty percent of the faculty as full-time personnel, ranging from one to three members. The total number of faculty in all of these schools ranged from two to ten. The number of faculty was smaller, but there were more full-time faculty members than was true of the previous category. Although only nine of these institutions gave primary attention to printed materials, this is a higher percentage than was true in any of the other categories of schools. Table 118 shows that thirty-eight out of forty-four of the schools offered courses in children's literature, but a much higher number of schools, or seventeen and

+ The degree is sometimes offered in one department only or is available in all three departments.

DEGREES TABLE: 116 44 Institutions Offerihg Undergraduate Major in Library Science 24-30+ S. H. 21 States plus D. C.	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Lib. Sci.	*Bachelor's Degree in Educ., LAS, or L. S. in Library Science		Additional Degrees Offered in Educ., LAS, L. S. in Library Science
						Minor	Major	
Arkansas - Philander Smith College Little Rock, Ark.	x				56 S. H.		36 S. H.	
Agricultural, Mechanical & Normal College Pine Bluff, Ark.	x	x	x		20 S. H.	18 S. H.	24 S. H.	
California - University of San Francisco, Calif.	x				38 S. H.		24 S. H.	
District of Columbia - Gallaudet College Washington, D. C.	x				30 S. H.		30 S. H.	
Florida - Florida Agricultural & Mechanical University Tallahassee, Fla.	x	x	x	x	56 T. H.	15 S. H.	30 S. H.*	*Plus 6 S. H. in Library Practice for Certification
Iowa - State College of Iowa Cedar Falls, Iowa	x	x			17-24 S. H.	16 S. H.	24 S. H.	
Kansas - Fort Hays Kansas State College - Hays, Kan.	x	x			30 S. H.	15 S. H.	30 S. H.	
Kentucky - Western Kentucky State College - Bowling Green	x	x	x	x	34 S. H.	18 S. H.	24 S. H.	Offer 12 S.H. Graduate for MA
Murray State College Murray, Ky.	x	x	x		31 S. H.	21 S. H.	31 S. H.	
Minnesota - Mankato State College Mankato, Minn.	x	x	x		24+ Q. H.	24 Q. H.	36 Q. H.	Plus Additional Courses in L.S. 23 Q.H. in Education and English
St. Cloud State College St. Cloud, Minn.	x	x	x		24 Q.H. LS 8 Q.H. Eng.	24 Q.H.	36 Q. H.	11 Q.H. A*V in Education.

DEGREES TABLE: 116 (Cont'd) 44 Institutions Offering Undergraduate Major in Library Science 24-30+ S. H. 21 States plus D. C.	Meets Certification	NCATE Approved	Articulates with Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Lib. Sci.	* Bachelor's Degree in Educ., LAS, or L. S. in Library Science		Additional Degrees Offered in Educ., IAS, L. S. in Library Science
						Minor	Major	
Mississippi - Mississippi State College for Women - Columbus	x			x	37 S. H.	18 S. H.	30 S. H.	
Mississippi Southern College Hattiesburg, Miss.	x	x	x		48½ Q. H.	28 Q H.	46 Q. H.	Class A Certificate 36 Q.H. in L. S.
Missouri - Southeast Missouri State College - Cape Girardeau	x	x	x	x	30 S. H.	15 S. H.	25 S. H.	
Washington University St. Louis, Mo.	x	x	x		36 S. H.		30 units	Certificate in Librarianship
Montana - Montana State University Missoula, Mont.	x	x	x		48 Q. H.	30 Q. H.	45 Q. H.	
Nebraska - University of Omaha Omaha, Neb.	x	x			30 S. H.	18 S. H.	24 S. H.	
North Carolina - East Carolina College Greenville, N. C.	x	x	x		52 Q. H.	36 Q. H.	45 Q. H.	
Ohio - Mount St. Joseph on the Ohio College Mt. St. Joseph, Ohio	x			x	36 S. H.	16 S. H.	30 S. H.	
Oklahoma - Oklahoma College for Women Chickasha, Okla.	x		x		23-28 S.H.	18 S. H.	24 S. H.	
Oklahoma State University Stillwater, Okla.	x	x	x	x	24 S . H.	12-18 S. H.	24 S. H.	1 Correspondence Course
Pennsylvania - Clarion State College Clarion, Pa.	x	x	x		24 S. H.	12 SH Electives	24 S. H.	

+The degree is sometimes offered in one department only or is available in all three departments.

DEGREES

TABLE: 116 (Cont'd)

44 Institutions Offering Undergraduate Major in Library Science 24-30+ S. H. 21 States plus D. C.	Meets Certification	NCATE Approved	Articulates with Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Lib. Sci.	*Bachelor's Degree in Educ., IAS, or L. S. in Library Science		Additional Degrees Offered in Educ., IAS, or L. S. in Library Science
						Minor	Major	
Pennsylvania - Kutztown State College Kutztown, Pa.	x	x	x		24 S. H.		24 S. H.	
Mansfield State College Mansfield, Pa.	x	x	x		48 S. H.	18 S. H.	24 S. H.	
Millersville State College Millersville, Pa.	x	x	x		24 S. H.	15 S. H.	36 S. H.	4 Graduate Courses Offered in Summer Sessions.
Shippensburg State College Shippensburg, Pa.	x	x	x		24 S. H.	24 S. H.	30 S. H.*	*6 Hours Electives.
Slippery Rock State College Slippery Rock, Pa.	x	x			24 S. H.	12 S. H.	24 S. H.	
Pennsylvania State Univ. University Park, Pa.	x	x	x		45 Term H.	12 S. H.	24 S. H.	
South Carolina - Columbia College Columbia, S. C.	x				26-28 S. H.	LAS 18 S. H.	LAS 24 S. H.	
University of South Carolina - Columbia, S.C.	x				24 S. H.	18 S. H.	24 S. H.	
South Carolina State College Orangeburg, S. C.	x				30 S. H.	18 S. H.	30 S. H.	
Winthrop College Rock Hill. S. C.	x				24 S.H. LS +9 in Educ.	18 S. H.	24 S. H.	
South Dakota - State University of South Dakota Vermillion, S.D.	x	x	x		28 S. H.	16 S. H.	24 S. H.	18 S. H. Teacher Certificate 2 Correspondence Courses
Texas - Sam Houston State Teachers College Huntsville, Texas	x	x	x	x	36 S. H.	18 S. H.	24 S. H.	

*The degree is sometimes offered in one department only or is available in all three departments.

DEGREES TABLE: 116 (Cont'd) 44 Institutions Offering Undergraduate Major in Library Science 24-30+ S. H. 21 States plus D. C.	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Lib. Sci.	*Bachelor's Degree in Educ., LAS, or L. S. in Library Science		Additional Degrees Offered in Educ., LAS, or L. S. in Library Science
						Minor	Major	
Texas -								
Prairie View Agricultural & Mechanical College of Texas Prairie View, Texas	x	x	x		26 S. H.	18 S.H.	24 S. H.	
Our Lady of the Lake College San Antonio, Texas	x	x	x		48 S. H.	18 S.H.	24 S. H.	
Baylor University Waco, Texas	x		x		27 S. H.	18 S.H.	24-27 S. H.	
Virginia -								
Madison College Harrisonburg, Va.	x	x	x		30 S. H.	18 S.H.	24 S. H.	
Virginia State College Petersburg, Va.	x	x	x		30 S. H.	18 S.H.	24 S. H.	
Radford College Radford, Va.	x	x	x		28 S. H.	18 S.H.	30 S. H.	
West Virginia -								
Concord College Athens, W. Va.	x	x	x	x	29 S. H.		24 S. H. 27 S. H.	
West Virginia Wesleyan College - Buckhannon, Va.	x		x	x	28 S. H.	15 S. H.	24 S. H.	
Glenville State College Glenville, Va.	x	x	x	x	26 S.H.	15 S.H. AB Engl.	24 S. H. AB Engl.	
Wisconsin -								
Wisconsin State College Oshkosh, Wisc.	x	x	x		32 S.H.	22 S.H.	35 S. H.	

*The degree is sometimes offered in one department only or is available in all three departments.

FACULTY TABLE: 117

44 Institutions Offering
Undergraduate
Major in Library Science
24-30+ S. H.

21 States plus D. C.

	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Arkansas -								
Philander Smith College Little Rock, Arkansas		x			x		2	2
Agricultural, Mechanical & Normal College Pine Bluff, Ark.		x						?
California -								
University of San Francisco San Francisco, Calif.	x			x		1	9	10
District of Columbia -								
Gallaudet College Washington, D. C.		x		x		3	1	4
Florida -								
Florida Agricultural & Mechanical University Tallahassee, Fla.	x			x		2	2	4
Iowa -								
State College of Iowa Cedar Falls, Iowa		x			x	1	2	3
Kansas -								
Fort Hays Kansas State College Hays, Kansas		x			x		4	4
Kentucky -								
Western Kentucky State College Bowling Green, Ky.	x			x		2	2	4
Murray State College Murray, Ky.	x			x		1	1	2
Minnesota -								
Mankato State College Mankato, Minn.	x			x		1	1	2
St. Cloud State College St. Cloud, Minn.			x		x		2	2
Mississippi -								
Mississippi State College for Women Columbus, Miss.	x			x		2	1	3
Mississippi Southern College Hattiesburg, Miss.		x		x		1	1	2

TABLE: 117 (Continued)

44 Institutions Offering
Undergraduate
Major in Library Science
24-30+ S. H.

21 States plus D. C.

	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Missouri -								
Southeast Missouri State College Cape Girardeau, Mo.		x			x	1	3	4
Washington University St. Louis, Mo.		x			x		3	3
Montana -								
Montana State University Missoula, Mont.	x			x		1	1	2
Nebraska -								
University of Omaha Omaha, Neb.		x			x		3	3
North Carolina -								
East Carolina College Greenville, N. C.		x			x		3	3
Ohio -								
Mount St. Joseph on the Ohio College Mt. St. Joseph, Ohio		x			x		2	2
Oklahoma -								
Oklahoma College for Women Chickasha, Okla.		x			x		2	2
Oklahoma State University Stillwater, Okla.	x				x	1	2	3
Pennsylvania -								
Clarion State College Clarion, Pa.	x			x		2		2
Kutztown State College Kutztown, Pa.	x				x	1	3	4
Mansfield State College Mansfield, Pa.		x			x	1	3	4
Millersville State College Millersville, Pa.		x		x		1	1	2
Shippensburg State College Shippensburg, Pa.		x			x	1	3	4

FACULTY TABLE: 117 (Continued)

44 Institutions Offering
Undergraduate
Major in Library Science
24-30+ S. H.

21 State plus D. C.

	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Pennsylvania - Slippery Rock State College Slippery Rock, Pa.					x		2	2
Pennsylvania State University University Park, Pa.		x		x		1	1	2
South Carolina - Columbia College Columbia, S. C.		x			x		2	2
University of South Carolina Columbia, S. C.			x	x		1	1	2
South Carolina State College Orangeburg, S. C.	x			x		1	1	2
Winthrop College Rock Hill, S. C.		x		x		1	1	2
South Dakota - State University of South Dakota Vermillion, S. D.		x		x		2	1	3
Texas - Sam Houston State Teachers College Huntsville, Texas	x				x	1	2	3
Prairie View Agricultural & Mechanical College of Texas - Prairie View, Texas	x	x		x		1	1	2
Our Lady of the Lake College San Antonio, Texas				x		2	3	5
Baylor University Waco, Texas		x			x		2	2
Virginia - Madison College Harrisonbu[illegible]		x			x	1	3	4
Virginia State College Petersburg, Va.	x			x		2		2
Radford College Radford, Va.		x			x		4	4

FACULTY TABLE: 117 (Continued)

44 Institutions Offering Undergraduate Major in Library Science 24-30+ S. H. 21 States plus D. C.	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
West Virginia - Concord College Athens, W. Va.		x			x		3	3
West Virginia Wesleyan College Buckhannon, W. Va.		x			x		3	3
Glenville State College Glenville, W. Va.		x			x		2	2
Wisconsin - Wisconsin State College Oshkosh, Wisc.		x			x		3	3

TABLE: 118

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

44 Institutions Offering
Undergraduate
Major Library Science
24-30+ S. H.

21 States plus D. C.

				Children's Literature			Literature for Young Adults								
	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.	A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
Arkansas - Philander Smith College Little Rock, Ark.	x					x		x	x			1			
Agricultural, Mechanical and Normal College - Pine Bluff	x			x		x				x		2 1*			x
California - University of San Francisco San Francisco, Calif.		x		x		x	x		x			1			
District of Columbia - Gallaudet College Washington, D. C.		x		x			x								
Florida - Florida Agricultural & Mechanical University - Tallahassee, Fla.	x			x		x			x	x		3 2*			x
Iowa - State College of Iowa Cedar Falls, Iowa		x		x		x		x	x		x	1			x
Kansas - Fort Hays Kansas State College Hays, Kansas	x			x		x		x	x	x		1 6*			
Kentucky - Western Kentucky State College Bowling Green, Ky.		x			x	x			x	x		1			
Murray State College Murray, Ky.	x				x	x			x		x	1 3*			
Minnesota - Mankato State College Mankato, Minn.		x			x		x		x	x		6 3*			
St. Cloud State College St. Cloud, Minn.	x				x	x		x	x			4		x	
Mississippi - Mississippi State College for Women - Columbus, Miss.			x	x	x	x						1 2*			
Mississippi Southern College Hattiesburg, Miss.	x					x			x		x	3 7*			x

*Speech Courses in Radio and Television.

TABLE: 118 (Continued)

INSTRUCTIONAL MATERIALS PHILOSOPHY & PROGRAM OF THE SCHOOL

44 Institutions Offering Undergraduate Major in Library Science 24-30+ S. H.

21 States plus D. C.

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Missouri - Southeast Missouri State College Cape Girardeau, Mo.	x				x			x			x	1			x
Washington University St. Louis, Mo.			x	x					x			5**			
Montana - Montana State University Missoula, Mont.			x			x		x		x		1*			
Nebraska - University of Omaha Omaha, Neb.		x		x		x				x		3 3*			
North Carolina - East Carolina College Greenville, N. C.		x			x	x		x	x		x	1			
Ohio - Mount St. Joseph on the Ohio College Mt. St. Joseph, Ohio		x		x	x	x		x	x		x	1 1*			
Oklahoma - Oklahoma College for Women Chickasha, Okla.			x			x			x		x	1			
Oklahoma State University Stillwater, Okla.	x					x			x	x		3 12*			
Pennsylvania - Clarion State College Clarion, Pa.		x			x	x			x	x		2 1*			x
Kutztown State College Kutztown, Pa.		x		x								1			
Mansfield State College Mansfield, Pa.		x		x	x	x			x		x	1 3*			
Millersville State College Millersville, Pa.	x			x		x			x		x	2			x
Shippensburg State College Shippensburg, Pa.	x					x			x			1			

*Speech Courses in Radio and Television

**Education Courses in Radio and Television

TABLE: 118 (Continued)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

44 Institutions Offering
Undergraduate
Major in Library Science
24-30+ S. H.

21 States plus D. C.

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Pennsylvania - Slippery Rock State College Slippery Rock, Pa.		x				x			x	x					
Pennsylvania State University University Park, Pa.			x			x			x		x	10 1*			
South Carolina - Columbia College Columbia, S. C.	x			x		x			x	x	x	1			
University of South Carolina Columbia, S. C.	x					x			x	x	x	1			
South Carolina State College Orangeburg, S. C.	x				x	x	x		x		x	1			
Winthrop College Rock Hill, S. C.	x					x			x	x	x	1			
South Dakota - State University of South Dakota Vermillion, S. C.		x		x		x			x			4			
Texas - Sam Houston State Teachers College Huntsville, Texas	x			x		x			x		x	2 2*			
Prairie View Agricultural and Mechanical College of Texas Prairie View, Texas	x					x			x		x	2			
Our Lady of the Lake College San Antonio, Texas		x		x		x	x		x	x	x	1			
Baylor University Waco, Texas		x				x			x			6 4*			
Virginia - Madison College Harrisonburg, Va.	x					x			x	x					
Virginia State College Petersburg, Va.		x				x			x		x	5			x

*Speech Courses in Radio and Television

TABLE: 118 (Continued)

INSTRUCTIONAL MATERIALS
HILOSOPHY & PROGRAM OF
THE SCHOOL

44 Insitutions Offering
Undergraduate
Major in Library Science
24-30+ S. H.

21 States plus D. C.

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal	Extension courses in A-V	Meet certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Virginia - Radford College Radford, Va.	x				x	x			x	x		2			
West Virginia - Concord College Athens, W. Va.			x		x	x	x		x		x	1			
West Virginia Wesleyan College Buckhannon, W. Va.			x		x	x						1			
Glenville State College Glenville, W. Va.			x		x							1			
Wisconsin - Wisconsin State College Oshkosh, Wisc.			x		x	x		x	x			2			
TOTAL:	19	16	9	17	16	38	6	9	35	16	19	41	0	1	8

sixteen, respectively, also offered a similar course in the Education department and in the English department. Thirty-five of the library programs offered courses in literature for young adults and six gave these courses in the Education department and nine in the English department. Sixteen institutions, or thirty-six percent, offered an audio-visual course in the library science program and nineteen recommended an audio-visual course as taught in another department. Thirteen of the schools, or about twenty-eight percent, neither offered nor recommended an audio-visual course. Only eight of these forty-four institutions had an audio-visual center available on the college campus for use by students and faculty. The library science programs in these institutions, as seen from their catalog descriptions, appeared to be somewhat more traditional, and give less attention to audio-visual education and to a broad spectrum of instructional materials.

There were one hundred and seventy colleges and universities that offered a minor of twelve to twenty-four semester hours of library science leading to a Bachelor's degree in Education or in Liberal Arts and Science. These programs were found in forty states plus Washington, D.C. and Puerto Rico.

Table 119 indicates that one hundred and thirty-two institutions offered the library science minor as a part of the degree in Education and seventy-six offered it in Liberal Arts and Science. Some colleges offered the program as part of both departments and also accepted additional hours offered by other departments. Eight of the colleges also offered or accepted correspondence courses in the library field. All but eleven of the institutions offered a program that met state certification requirements for school librarians, eighty-eight, or fifty-one percent, of them had NCATE approved programs, while eighty-six, or fifty percent, of them had programs that were planned to articulate with graduate programs in library science.

Table 120 shows that only eighteen out of these one hundred and seventy colleges had a full-time person in charge of the library science program, and five had a total of seven faculty and one a total of eleven but only one had seven full-time faculty

DEGREES TABLE: 119 170 Insitutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D. C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
Alabama - Florence State College Florence, Ala.	x	x	x	x	27 S. H.	18 S. H.	18 S. H.
Judson College Marion, Ala.	x		x		12 S. H. Program		
Spring Hill College Mobile, Ala.	x		x		18 S. H.	18 S. H.	
Alabama State College Montgomery, Ala.	x		x		27 Q. H.	27 Q. H.	
Arkansas - Henderson State Teachers College Arkadelphia, Ark.	x	x			15 S. H.	12 S. H.	
Ouachita Baptist College Arkadelphia, Ark.					15. S. H. Program		
Arkansas State Teachers College Conway, Ark.	x	x	x	x	18 S. H.	15 S. H.	
University of Arkansas Fayetteville, Ark.	x	x	x		18 S. H.	18 S. H.	
Little Rock University Little Rock, Ark.	x		x		21 S. H.	18 S. H. Lib. Sci. Dept.	
Southern State College Magnolia, Ark.	x	x	x		15 S. H.	15 S. H.	
Arkansas State College State College, Ark.	x	x	x		21 S. H.	21 S. H.	
California - Pacific Union College Angwin, Calif.	x				24 Q. H.	27 Q. H.	27 Q. H. Additional Hours in Other Department
Biola College LaMirada, Calif.	x				27 S. H.	18 S. H. Lib. Sci. Dept.	
Sacramento State College Sacramento, Calif.	x	x	x	x	15 S. H.	15. S. H.	15 S. H.
San Diego State College San Diego, Calif.	x			x	25+ S. H.	22 S. H.	

DEGREES TABLE: 119 (Cont'd)

170 Institutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D. C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
Colorado - Adams State College of Colorado Alamosa, Colo.	x	x			27 Q. H.	27 Q. H.	
University of Colorado Boulder, Colo.	x				14 S. H. Program		12 Additional Hours in Bibliography. 1 Correspondence Course
Colorado State University Fort Collins, Colo.	x				24 Q. H.	22.5 Q. H.	
Colorado State College Greeley, Colo.	x	x			28 Q. H.	27 Q. H.	
Western State College of Colorado Gunnison, Colo.	x				27 Q. H.	24 Q. H.	
District of Columbia - Graduate School, United States Department of Agriculture					23 S. H.	20 hrs. credit non-progessional	
Florida - Bethune-Cookman College Daytona Beach, Fla.	x				18 S. H. Program	18 S. H.	
University of Florida Gainesville, Fla.	x	x	x	x	21 S. H.	18 S. H.	
Barry College Miami, Fla.	x		x		27 S. H.	18 S. H. Lib. Sci. Dept.	
Georgia - Albany State College Albany, Ga.	x				20 Q. H. Program		
University of Georgia Athens, Ga.	x	x	x		20 Q. H. Program	20 Q. H.	1 Non-credit Correspondence Course
Fort Valley State College** Fort Valley, Ga.	x				25 Q. H.	20 Q. H.	20 Q. H.
The Woman's College of Georgia Miledgeville, Ga.	x	x			20 Q. H.	20 Q. H.	20 Q. H.
Shorter College Rome, Ga.					5 S. H. Program		
Savannah State College Savannah, Ga.	x				20 Q. H.	20 Q. H. for Teacher-Librarian Certificate	

**No catalog sent. Information taken from the American Library Directory, R. R. Bowker, Company, 1962.

DEGREES TABLE: 119 (Con't) 170 Institutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D. C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
Georgia - Georgia Southern College Statesboro, Ga.	x	x			20 Q. H.	20 Q. H.	20 Q. H.
Idaho - University of Idaho Moscow, Idaho	x	x			17-19 S. H.	20 S. H.	Additional Hours in Other Department
Illinois - Eastern Illinois University Charleston, Ill.	x	x	x		28 Q. H.	24 Q. H.	24 Q. H.
Chicago Teachers College - North Chicago, Ill.	x		x		15 S. H. Program		
Loyola University Chicago, Ill.	x				18 S. H. Program		Program for Certification 4 Correspondence Courses
Southern Illinois University at Edwardsville, Ill.	x	x	x		32 Q. H.	26 Q. H.	
College of St. Francis Joliet, Ill.	x	x	x		24 S. H.	12-20 S. H.	12-20 S. H.
Western Illinois University Macomb, Ill.	x	x	x		31 Q. H.*	30-35 Q. H.	*Additional Hours in Other Department
Illinois State University Normal, Ill.	x	x	x		33 S. H.	18-24 S. H.	18-24 S. H.
Quincy College Quincy, Ill.	x				18 S. H. Program		For Certification
Indiana - Goshen College Goshen, Ind.	x	x	x		18 S. H.	24 S. H.	12 S. H. Electives for English Major
Saint Mary-of-the-Woods College Saint Mary of the Woods, Ind.	x				26 S. H.	18 S. H.	
Iowa - Marycrest College Davenport, Iowa	x				20+ S. H.	15-20 S. H.	
Luther College Decorah, Iowa	x	x	x		18 S. H.	16 S. H.	
Clarke College Dubuque, Iowa	x	x	x		22-24 S. H.	18 S. H.	
Briar Cliff College Sioux City, Iowa					19 S. H.	16 S. H.	16 S. H.

DEGREES

TABLE: 119 (Con't)

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D. C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
Iowa - Morningside College Sioux City, Iowa	x	x			21 S. H.	12-15 S. H.	Non-teaching Minor in Libr. Sci. 12 S.H.
Kansas - Mount St. Scholastica College Atchison, Kan.	x	x	x		17 S. H.	15 S. H.	
Bethany College Lindsborg, Kan.	x	x	x		18 S. H.	15-24 S. H.	15-24 S. H.
Ottawa University Ottawa, Kan.	x				16 S. H. Program		For Certification
Kansas State College of Pittsburg Pittsburg, Kan.	x	x			15 S. H.	15 S. H.	20 S. H. Additional Hours in Other Departments
Marymont College Salina, Kan.	x	x	x		15 S. H.	12-15 S. H. Teacher-Librarian	
Sterling College Sterling, Kan.	x				15 S. H.	24 S. H.	10-24 S. H. Additional Hrs. Other Departments
Friends University Wichita, Kan.	x	x			20-23 S. H.	15-18 S. H.	
Sacred Heart College Wichita, Kan.	x				16 S. H.	15 S. H.	15 S. H.
Saint Mary College Xavier, Kan.	x	x	x		24 S. H.	24 S. H.	Major in Medical Record Library Science (2 yrs.)
Kentucky - Berea College Berea, Ky.	x	x	x		18 S. H.	18 S. H.	
Ursuline College Louisville, Ky.	x		x		24 S. H.		12-18 S. H.
Kentucky Wesleyan College Owensboro, Ky.	x				21 S. H.	12-15 S. H.	12-15 S. H.
Louisiana - Southern University Baton Rouge, La.	x				21 S. H.	18 S. H.	18 S. H.
Southeastern Louisiana College Hammond, La.	x			x	19 S. H.	18 S. H.	
Grambling College Grambling, La.	x	x			18 S. H.	18 S. H.	
University of Southwestern Louisiana Lafayette, La.	x			x	21 S. H.		18 S. H.

DEGREES TABLE: 119 (Con't) 170 Instutitions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D.C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
Louisiana - McNeese State College Lake Charles, La.	x				24 S. H.	18 S. H.	18 S. H.
Northeast Louisiana State College Monroe, La.	x		x		18 S. H.	18 S. H.	
Northwestern State College Natchitoches, La.	x				24 S. H.	18 S. H.	18 S. H.
Loyola University New Orleans, La.	x				21 S. H.	18 S. H.	
Xavier University of Louisiana New Orleans, La.	x				18 S. H.	18 S. H.	
Louisiana College Pineville, La.	x				18 S. H.	18 S. H.	
Louisiana Polytechnic Institute Ruston, La.	x				24 S. H.	18 S. H.	
Nicholls State College Thibodaux, La.	x				24 S. H.	18 S. H.	
Maryland - University of Maryland College Park, Md.	x	x	x		21 S. H.	18 S. H.	18 S. H.
Columbia Union College Takoma Park, Md.	x				24 S. H.	15. S. H.	15 S. H.
Massachusetts - State College at Bridgewater Bridgewater, Mass.	x	x			23 S. H. Program		
Atlantic Union College South Lancaster, Mass.	x				18 S. H.	18 S. H.	18 S. H.
Michigan - Siena Heights College Adrian, Mich.	x				20 S. H.	15 S. H.	15 S. H.
Emmanuel Missionary College Berrien Springs, Mich.				x	18 S. H.	20 S. H.	20 S. H. 16 S. H.
Northern Michigan College Marquette, Mich.	x	x	x		23 S. H.	15 S. H.	15 S. H.

DEGREES TABLE: 119 (Con't)

170 Institutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D.C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
Minnesota - Bemidji State College Bemidji, Minn.	x	x	x		25 Q. H.	24 Q. H.	24 Q. H.
Augsburg College Minneapolis, Minn.	x				16 S. H.	16 S. H.	16 S. H.
Moorhead State College Moorhead, Minn.	x	x	x		24 Q. H.	24 Q. H.	24 Q. H.
St. Olaf College Northfield, Minn.					15 S. H.	15 S. H.	15 S. H.
Gustavus Adolphus College St. Peter, Minn.	x	x	x		16 S. H.	16 S. H.	16 S. H.
College of Saint Teresa Winona, Minn.	x	x	x		16 S. H.	16 S. H.	16 S. H.
Winona State College Winona, Minn.	x	x	x		24 Q. H.	24 Q. H.	
Mississippi - Blue Mountain College Blue Mountain, Miss.	x		x		18 S. H.*	24 S. H.	*plus 6 S.H. Offered Other Departments
Mississippi College Clinton, Miss.	x		x		24 S. H.	18 S. H.	
Alcorn Agricultural & Mechanical College - Lorman, Miss.					18 S. H. Program		
Missouri - Culver-Stockton College Canton, Mo.	x			x	15 S. H. Program		
Lincoln University Jefferson City, Mo.	x		x	x	24S. H.	15 S. H.	
Northeast Missouri State Teachers Kirksville, Mo.	x	x	x	x	21.5 S. H. Program		17 S.H.
Northwest Missouri State College Maryville, Mo.	x	x	x		17 S. H.	17 S. H.	17 S.H.

DEGREES TABLE: 119 (Cont) 170 Institutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D.C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program.	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
Missouri -							
Southwest Missouri State College Springfield, Mo.	x	x	x		10 Q. H.	15 Q. H.	Additional Hours in Education.
Montana -							
Eastern Montana College of Education - Billings, Mont.	x	x			17 Q. H.*	30 Q. H.	*Additional Hours in Other Departments
Rocky Mountain College Billings, Mont.	x			x	8 S. H.*	18 S. H.	*plus 10 S. H. to be Taken from Other Departments 18 S.H.
Montana State College Bozeman, Mont.	x				20-24 Q.H.	30 Q. H.*	* Additional Q.H. in Other Departments.
Nebraska -							
Nebraska State Teachers College Chadron, Neb.	x				11-12 S.H.	20 S. H.*	*Additional S.H. in Other Departments
Nebraska State Teachers College Kearney, Neb.	x			x	13 S. H.	24 S. H.*	*Additional S.H. in Other Departments
Nebraska Wesleyan University Lincoln, Neb.	x	x			12 S. H.*	18 S. H.	*Additional Hrs. in Other Departments
University of Nebraska Lincoln, Neb.	x	x			21 S. H.	18 S. H.	
Duchesne College of the Sacred Heart - Omaha, Neb.	x				20+ S. H.	15-18 S. H.	
Nebraska State Teachers College Peru, Neb.	x				24 S. H.*	29 S. H.	*Additional Hours in Other Departments
Nebraska State Teachers College Wayne, Neb.	x				14 S. H.*	20 S.H. BA	*plus 3 S.H. in Education & 3 S. H. in English.
Nevada -							
University of Nevada Reno, Nev.	x			x	26 S. H.	16-18 S. H.	16-18 S. H.
New Jersey -							
Caldwell College for Women Caldwell, N. J.	x				18 S. H.	18 S. H.	18 S.H.
Glassboro State College Glassboro, N. J.	x	x			18 S. H.	18 S. H.	18 S.H.
Jersey City State College Jersey City, N. J.	Planning to offer a Library Science Minor in 1964						

DEGREES TABLE: 119 (Con't)

170 Institutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D. C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
New Jersey - Trenton State College Trenton, N. J.	x	x	x		18 S. H.		18 S. H.
New Mexico - Eastern New Mexico University Portales, N. M	x		x		21 S. H.	15 S. H.	15 S. H.
New Mexico State University University Park, N. M.	x		x	x	16 S. H.	15 S. H.	15 S. H.
North Carolina - Bennett College Greensboro, N. C.	x				21 S. H.		15-21 S. H.
Woman's College of the University of North Carolina - Greensboro,	x				18 S. H. Program		
Pfeiffer College Misenheimer, N. C.	x		x		18 S. H.	18 S. H. Lib. Sci. Dept.	
North Dakota State Teachers College Dickinson, N. D.	x	x	x		18-20 Q. H.	24 Q. H.	24 Q. H.
North Dakota State University Fargo, N. D.	x				16 S. H.	16 S. H.	
University of North Dakota Grand Forks, N. D.	x	x	x		24-32 S. H.	20-24 S. H.	
State Teachers College Mayville, N. D.	x	x	x	x	27 Q. H.	27 Q. H.	
State Teachers College Minot, N. D.	x	x	x		24 Q. H.		24 Q. H.
State Teachers College Valley City, N. D.	x	x	x		20 Q. H.		24 Q. H.
Ohio - Ohio University Athens, Ohio	x	x	x	x	18 S. H.	16 S. H.	1 Correspondence Course
Bowling Green University Bowling Green, Ohio	x	x	x		18 S. H.	18 S. H.	18 S. H.
College of St. Mary of the Springs Columbus, Ohio	x		x		25 S. H.	16 S. H.	16 S. H.
Ohio State University Columbus, Ohio	x	x	x		31 Q. H.	24 Q. H.	

DEGREES TABLE: 119 (Con't) 170 Institutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D.C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
Ohio - Hiram College Hiram, Ohio		x			30 Q. H. Program		
Miami University Oxford, Ohio	x	x	x	x	17 S. H.	16 S. H.	
Wittenburg University Springfield, Ohio	x				16-17 S. H. Program		For Certification
Oklahoma - Southeastern State College Durant, Okla.	x	x	x	x	15 S. H. Programs		For Certification
Central State College Edmond, Okla.	x			x	26 S. H.	18 S. H.	
Northeastern State College Tahlequah, Okla.	x	x	x	x	18-20 S. H.		For Certification
Oregon - Southern Oregon College Ashland, Ore.	x	x			22 Q. H.	21 Q. H.	
Pacific University Forest Grove, Ore.	x			x	14 S. H. Program		For Certification
Eastern Oregon College LaGrande, Ore.	x	x			16 S. H. Program		For Certification
Marylhurst College Marylhurst, Ore.	x	x	x		12 S. H. Program		For Certification
Oregon College of Education Monmouth, Ore.	x				15 Q. H. Program		For Certification
Pennsylvania - Edinboro State College Edinboro, Pa.	x	x			24 S. H.	24 S. H.	
Puerto Rico - The Catholic University of Puerto Rico - Ponce, P. R.					21 S. H.	18 S. H.	
South Carolina - Benedict College Columbia, S. C.				x	21 S. H.		18 S. H.
South Dakota - Northern State Teachers College Aberdeen, S. D.	x	x	x		18 Q. H.*	23 Q. H.	*Additional Hours in Education and English
Augustana College Sioux Falls, S. D.	x	x			16 S. H.		16 S. H.

DEGREES

TABLE: 119 (Con't)

170 Institutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D.C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
Tennessee - East Tennessee State College Johnson City, Tenn.	x	x	x	x	33 Q. H.	27 Q. H.	
Lambuth College Jackson, Tenn.	x				20 S. H.		18 S. H.
Memphis State University Memphis, Tenn.	x	x	x		15 S. H.	12 S. H.	
Middle Tennessee State College Murfreesboro, Tenn.	x	x	x		18 S. H.	18 S. H.	18 S. H.
Tennessee Agricultural and Industrial State University Nashville, Tenn.	x	x	x	x	30 Q. H.	18-27 Q. H.	
Texas - Sul Ross State College Alpine, Texas	x	x	x		21 S. H.	18 S. H.	
Incarnate Word College San Antonio, Texas	x	x	x		24 S. H.		18 S. H.
Utah - Utah State University Logan, Utah	x	x	x		22 Q. H.	18 Q. H.	4 Correspondence Courses
Brigham Young University Provo, Utah	x	x	x	x	27 S. H.	14-16 S. H.	14-16 S. H. 1 Correspondence Course
University of Utah Salt Lake City, Utah	x			x	37+Q. H.	18 Q. H.	18 Q. H. 4 Correspondence /Courses
Virginia - Northern Virginia Center, University of Virginia - Arlington, Va.	x				15 S. H. Program		
Longwood College Farmville, Va.	x	x	x		24 S. H.	18 S. H.	
Washington - Western Washington State College Bellingham, Washington	x	x	x	x	28-30 Q. H.	23-25 Q. H.	18 Q. H. for Certification
Eastern Washington State College Cheney, Wash.	x	x	x		17-19 Q. H.	15-20 Q. H.	15-20 Q.H. Additional Hrs. in Other Depts.
Holy Names College Spokane, Wash.	x	x	x		18-21 S. H.	16 S. H.	
Whitworth College Spokane, Wash.			x		13-15 S. H.	16 S. H.	Additional Hours in Other Departments

DEGREES TABLE: 119 (Con't) 170 Institutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D.C. and Puerto Rico	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science	Bachelor's Degree in Education Library Science Minor	Bachelor's Degree in Liberal Arts with Library Science Minor plus Correspondence Courses
West Virginia - Fairmont State College Fairmont, W. Va.	x	x			14-15 S. H. Program		For Certification
Shepherd College Shepherdstown, W. Va.	x	x	x	x	24 S. H.		30 S.H. Additional Hrs. in English Dept.
Wisconsin - Northland College Ashland, Wisc.	x		x		15 Q. H.		
Beloit College Beloit, Wisc.	x		x	x	11 S. H. Program		
Wisconsin State College Eau Claire, Wisc.	x	x	x		17 S. H.	20 S. H.	Additional Hours in Other Departments
Wisconsin State College LaCrosse, Wisc.	x	x	x		9 S. H.	15 S. H.	Additional Hours in Other Departments
Holy Family College Manitowoc, Wisc.	x		x		18 S. H.	18 S. H. Lib. Sci. Dept.	
Cardinal Stritch College Milwaukee, Wisc.	x				12 S. H.	18 S. H.	Additional Hours in Other Departments
University of Wisconsin at Milwaukee, Wisc.	x	x	x		17 S. H.	15 S. H.	15 S. H.
Wisconsin State College and Institute of Technology Platteville, Wisc.	x	x	x	x	15 S. H.	24 S. H.	24 S. H. Additional Hours in Other Departments
Wisconsin State College River Falls Wisc.	x	x	x		33 Q. H.	33 Q. H.	
Wisconsin State College Superior, Wisc.	x	x	x		20-23 S. H.	22 S. H.	
Wisconsin State College Stevens Point, Wisc.	x	x	x	x	11-15 S. H.	15 S. H.	15 S. H.
Wisconsin State College Whitewater, Wisc.	x	x	x		19 S. H.	15 S. H.	
Wyoming - University of Wyoming Laramie, Wy.	x	x	x		27 S. H.	14-20 S. H.	14-20 S. H. 3 Correspondence Courses

FACULTY TABLE: 120

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D. C. and Puerto Rico

	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Alabama - Florence State College Florence, Ala.	x				x		1	1
Judson College Marion, Ala.		x			x		1	1
Spring Hill College Mobile, Ala.			x		x		2	2
Alabama State College Montgomery, Ala.		x			x	1	2	3
Arkansas - Henderson State Teachers College Arkadelphia, Ark.		x			x		4	4
Ouachita Baptist College Arkadelphia, Ark.		x			x		2	2*
Arkansas State Teachers College Conway, Ark.		x			x		5	5*
University of Arkansas Fayetteville, Ark.	x				x	1	2	3
Little Rock University Little Rock, Ark.		x			x		1	1
Southern State College Magnolia, Ark.		x			x		2	2
Arkansas State College State College, Ark.		x			x		3	3
California - Pacific Union College Angwin, Calif.		x			x		3	3
Biola College La Mirada, Calif.		x			x		3	3
Sacramento State College Sacramento, Calif.		x			x		1	1*
San Diego State College San Diego, Calif.		x		x		1		1
Colorado - Adams State College of Colorado Alamosa, Colo.		x			x		3	3
University of Colorado Boulder, Colo.		x			x		1	1
Colorado State University Fort Collins, Colo.		x			x		1	1
Colorado State College Greeley, Colo.		x			x		7	7*

*Unable to verify the number of full-time and part-time faculty from catalog sent.

FACULTY TABLE: 120 (Cont'd)

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D. C. and Puerto Rico

	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Colorado -								
Western State College of Colorado Gunnison, Colo.		x		x		2	1	3
District of Columbia -								
Graduate School, United States Department of Agriculture								*
Florida -								
Bethune-Cookman College Daytona Beach, Fla.		x			x		3	3
University of Florida Gainesville, Fla.		x			x	1	4	5
Barry College Miami, Fla.		x			x		2	2
Georgia -								
Albany State College Albany, Ga.			x		x		1	1
University of Georgia Athens, Ga.	x			x		1		1
Fort Valley State College Fort Valley, Ga.		x			x		3	3*
The Woman's College of Georgia Milledgeville, Ga.		x		x		1	1	2
Shorter College Rome, Ga.		x			x		1	1
Savannah State College Savannah, Ga.		x			x		2	2*
Georgia Southern College Statesboro, Ga.		x			x		4	4*
Idaho -								
University of Idaho Moscow, Idaho			x		x	1	2	3
Illinois -								
Eastern Illinois University Charleston, Ill.		x			x	1	1	2
Chicago Teachers College - North Chicago, Ill.		x			x		4	4
Loyola University Chicago, Ill.		x			x		2	2*
Southern Illinois University at Edwardsville Edwardsville, Ill.		x			x		2	2*
College of St. Francis Joliet, Ill.		x			x		2	2
Western Illinois University Macomb, Ill.		x			x	1	1	2

*Unable to verify the number of full-time and part-time faculty from catalog sent.

FACULTY TABLE: 120 (Cont'd)

170 Insitutions Offering Undergraduate Programs Minor in Library Science 12-24 S. H. 40 States plus D.C. and Puerto Rico	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Illinois -								
Illinois State University Normal, Ill.		x		x		7	2	9
Quincy College Quincy, Ill.		x			x		2	2
Indiana -								
Goshen College Goshen, Ind.	x			x		1		1
Saint Mary-of-the-Woods College St. Mary-of-the-Woods, Ind.		x			x		2	2
Iowa -								
Marycrest College Davenport, Iowa		x			x		2	2
Luther College Decorah, Iowa.		x			x		4	4*
Clarke College Dubuque, Iowa		x			x		2	2*
Briar Cliff College Sioux City, Iowa		x			x		2	2*
Morningside College Sioux City, Iowa		x			x		2	2*
Kansas -								
Mount St. Scholastica College Atchison, Kan.		x		x		1	1	2
Bethany College Lindsborg, Kansas		x			x		2	2
Ottawa University Ottawa,Kan.					x		1	1
Kansas State College of Pittsburg Pittsburg, Kan.		x			x	1	6	7
Marymount College Salina, Kan.		x			x		2	2
Sterling College Sterling, Kan.		x			x		1	1
Friends University Wichita, Kan.		x			x		2	2
Sacred Heart College Wichita, Kan.		x			x		1	1

*Unable to verify the number of full-time and part-time faculty from catalog sent.

FACULTY TABLE: 120 (Cont'd)

170 Institutions Offering Undergraudate Programs Minor in Library Science 12-24 S. H. 40 States plus D. C. and Puerto Rico	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Kansas -								
Saint Mary College Xavier, Kan.		x			x	1	2	3
Kentucky -								
Berea College Berea, [illegible].		x			x		5	5
Ursuline College Louisville, Ky.		x			x		3	3
Kentucky Wesleyan College Owensboro, Ky.			x		x		2	2
Louisiana -								
Southern University Baton Rouge, La.		x			x		1	1
Grambling College Grambling, La.		x			x		6	6*
Southeastern Louisiana College Hammond, La.		x			x		6	6
University of Southwestern Louisiana Lafayette, La.		x			x		2	2*
McNeese State College Lake Charles, La.		x			x		5	5
Northeast Louisiana State College Monroe, La.		x			x		1	1*
Northwestern State College Natchitoches, La.		x			x		3	3
Loyola University New Orleans, La.		x		x		1		1
Xavier University of Louisiana New Orleans, La.		x			x		2	2
Louisiana College Pineville, La.		x			x		1	[illegible]
Louisiana Polytechnic Institute Ruston, La.			x	x		1		1*
Nicholls State College Thibodaux, La.			x		x		4	4*
Maryland -								
University of Maryland College Park, Md.	x				x	1	2	3*
Columbia Union College Takoma Park, Md.		x			x		3	3
Massachusetts -								
State College at Bridgewater Bridgewater, Mass.	x				x	1	3	4
Atlantic Union College South Lancaster, Mass.		x			x		1	1

*Unable to verify the number of full-time and part-time faculty from catalog sent.

FACULTY TABLE: 120 (Cont'd)

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D. C. and Puerto Rico

	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Michigan -								
Siena Heights College Adrian, Mich.		x			x		3	3
Emmanuel Missionary College Berrien Springs, Mich.			x		x		5	5
Northern Michigan College Marquette, Mich.		x			x		3	3*
Minnesota -								
Bemidji State College Bemidji, Minn.		x			x		1	1
Augsburg College Minneapolis, Minn.			x		x		1	1
Moorhead State College Moorhead, Minn.		x			x		1	1*
St. Olaf College Northfield, Minn.		x			x		2	2
Gustavus Adolphus College St. Peter, Minn.		x			x		1	1
College of Saint Teresa Winona, Minn.		x			x		3	3
Winona State College Winona, Minn.		x			x		2	2
Mississippi -								
Blue Mountain College Blue Mountain, Miss.		x			x		1	1
Mississippi College Clinton, Miss.		x		x		1	1	2
Alcorn Agricultural & Mechanical College Lorman, Miss.		x			x		1	1*
Missouri -								
Culver-Stockton College Canton, Mo.					x		2	2
Lincoln University Jefferson City, Mo.		x		x		1	1	2
Northeast Missouri State Teachers College Kirksville, Mo.		x			x		4	4

*Unable to verify the number of full-time and part-time faculty from catalog sent.

FACULTY TABLE: 120 (Cont'd)

170 Intitutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D. C. and Puerto Rico

	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total Number of faculty
Missouri -								
Northwest Missouri State College Maryville, Mo.		x			x		5	5
Southwest Missouri State College Springfield, Mo.		x			x	1	4	5
Montana -								
Eastern Montana College of Education Billings, Mont.			x		x		2	2
Rocky Mountain College Billings, Mont.		x			x		1	1
Montana State College Bozeman, Mont.		x			x		1-6	[illegible]
Nebraska -								
Nebraska State Teachers College Chadron, Neb.		x			x		2	2*
Nebraska State Teachers College Kearney, Neb.	x			x		1		1
Nebraska Wesleyan University Lincoln, Neb.		x			x		1	1
University of Nebraska Lincoln, Neb.		x			x		3	3
Duchesne College of the Sacred Heart Omaha, Neb.		x			x		1	1
Nebraska State Teachers College Peru, Neb.		x			x		2	2
Nebraska State Teachers College Wayne, Neb.			x		x		3	3
Nevada -								
University of Nevada Reno, Nev.			x		x		1	1*
New Jersey -								
Caldwell College for Women Caldwell, N. J.		x			x		4	4
Glassboro State College Glassboro, N. J.		x			x		4	4*
Jersey City State College Jersey City, N. J.	Starting a new program offer a minor							
Trenton State College Trenton, N. J.	x				x	1	3	4*

*Unable to verify the number of full-time and part-time faculty from catalog sent.

FACULTY TABLE: 120 (Cont'd)

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 State plus D. C. and Puerto Rico	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
New Mexico - Eastern New Mexico University Portales, N. M.		x			x		1	1
New Mexico State University University Park, N. M.		x			x		1	1
North Carolina - Bennett College Greensboro, N. C.		x		x		1	1	2
Woman's College, University of North Carolina Greensboro, N. C.		x			x		2	2
Pfeiffer College Misenheimer, N. C.		x			x		3	3
North Dakota - State Teachers College Dickinson, N. D.		x			x		1	1
North Dakota State University Fargo, N. D.		x			x		2	2
University of North Dakota Grand Forks, N. D.		x			x		3	3
State Teachers College Mayville, N. D.		x			x		3	3
State Teachers College Minot, N. D.		x			x		4	4
State Teachers College Valley City, N. D.		x			x		3	3
Ohio - Ohio University Athens, Ohio		x			x		3	3
Bowling Green University Bowling Green, Ohio		x			x		3	3
College of St. Mary of the Springs Columbus, Ohio	x				x	1	2	3
Ohio State University Columbus, Ohio			x		x		2	2
Hiram College Hiram, Ohio		x			x		2	2
Miami University Oxford, Ohio		x			x		7	7*
Wittenberg University Springfield, Ohio	x				x	1	2	3*
Oklahoma - Southeastern State College Durant, Okla.		x			x		1	1*
Central State College Edmond, Okla.	x			x		1	2	3*

*Unable to verify the number of full-time and part-time faculty from catalog sent

TABLE: 120 (Cont'd)

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 State plus D. C. and Puerto Rico

	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Oklahoma - Northeastern State College Tahlequah, Okla.		x			x		2	2
Oregon - Southern Oregon College Ashland, Ore.		x			x		2	2
Pacific University Forest Grove, Ore.		x			x		2	2
Eastern Oregon College LaGrande, Ore.		x			x		4	4*
Marylhurst College Marylhurst, Ore.		x			x		1	1
Oregon College of Education Monmouth, Ore.			x		x		1	1*
Pennsylvania - Edinboro State College Edinboro, Pa.		x			x		3	3
Puerto Rico - The Catholic University of Puerto Rico Ponce, P. R.		x		x		2	1	3
South Carolina - Benedict College Columbia, S. C.	x			x		1		1
South Dakota - Northern State Teachers College Aberdeen, S. D.		x			x	1	3	4
Augustana College Sioux Falls, S. D.	x				x		3	3
Tennessee - East Tennessee State College Johnson City, Tenn.	x				x	1	2	3
Lambuth College Jackson, Tenn.			x		x		2	2
Memphis State University Memphis, Tenn.	x			x		1		1
Middle Tennessee State College Murfreesboro, Tenn.	x				x	1	2	3*
Tennessee Agricultural and Industrial State University - Nashville, Tenn.	x			x		5	2	7
Texas - Sul Ross State College Alpine, Texas		x			x		3	3*
Incarnate Word College San Antonio, Texas	x			x		1	1	2*
[redacted] -		[redacted]			[redacted]		[redacted]	[redacted]

*Unable to verify the number of full-time and part-time faculty from catalog sent

FACULTY TABLE: 120 (Cont'd)

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D. C. and Puerto Rico	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Utah - Utah State University Logan, Utah		x			x		6	6*
Brigham Young University Provo, Utah		x			x	2	9	11
University of Utah Salt Lake City, Utah		x			x		4	4
Virginia - Northern Virginia Center, University of Virginia Arlington, Va.		x			x		3	3*
Longwood College Farmville, Va.		x			x		4	4
Washington - Western Washington State College Bellingham, Wash.		x			x	2	4	6*
Eastern Washington State College Cheney, Wash.		x			x		1	1
Holy Names College Spokane, Wash.		x			x		2	2
Whitworth College Spokane, Wash.		x			x		4	4
West Virginia - Fairmont State College Fairmont, W. Va.		x			x		3	3
Shepherd College Shepherdstown, W. Va.		x			x		2	2
Wisconsin - Northland College Ashland, Wisc.		x			x		2	2*
Beloit College Beloit, Wisc.		x			x		6	6
Wisconsin State College Eau Claire, Wisc.		x			x		5	5
Wisconsin State College LaCrosse, Wisc.		x			x			*
Holy Family College Manitowoc, Wisc.		x			x		2	2*
Cardinal Stritch College Milwaukee, Wisc.		x			x		1	1*
University of Wisconsin at Milwaukee Milwaukee, Wisc.		x		x		2		2

*Unable to verify the number of full-time and part-time faculty from catalog sent

FACULTY TABLE: 120 (Cont'd)

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D. C. and Puerto Rico	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Wisconsin - Wisconsin State College and Institute of Technology - Platteville, Wisc.		x			x		4	4
Wisconsin State College River Falls, Wisc.		x		x		1		1*
Wisconsin State College Superior, Wisc.		x			x		4	4
Wisconsin State College Stevens Point, Wisc.		x			x		4	4
Wisconsin State College Whitewater, Wisc.		x			x		5	5*
Wyoming - University of Wyoming Laramie, Wy.			x		x		3	3*

*Unable to verify the number of full-time and part-time faculty from catalog sent

members. Forty schools had full-time faculty but thirty-three had only one full-time person. Many had from two to six part-time faculty but the majority had only two or three members. Limited faculty devoting full-time to the library science programs were more characteristic of this group of colleges and universities.

Table 121 indicates that sixty-four percent of these programs were oriented toward the selection and utilization of all types of materials, while thirty-five percent were oriented toward traditional book and printed resources only. Sixty-eight percent of these library programs offered the course in children's literature. This is a somewhat smaller percentage than found in the previous tables. Instead, the course was offered more frequently in the Education or English departments than was true of the other institutions whose programs were analyzed through their college catalogs. The course in literature for young adults was more frequently offered in the library science program but was offered also by the departments of Education and English. A smaller number, or only thirty of these institutions, offered an audio-visual course in the library science program and fifty-five recommended the audio-visual course taught by another department, although eighty-six percent of the institutions offered audio-visual courses. This total number only represents fifty-three percent of all of these institutions. Only fourteen percent or twenty-five of these institutions had an audio-visual center on the college campus. These figures indicate that such programs ~~that~~ as were available to undergraduates interested in the school library field were, in many instances, more oriented toward the traditional library science programs and less to an instructional materials approach. Many of the faculty were college librarians and were not apt to be school library oriented toward newer resources, newer methods of teaching, and student needs.

Another group of forty-nine institutions in thirty-two states offered a limited program of less than twelve semester hours in library science. These findings tabulated in Table 122 show that only seven of these institutions had programs designed to meet state certification requirements for school librarians in small schools, fourteen had NCATE approved programs, and four had programs that were planned to

TABLE: 121

INSTRUCTIONAL MATERIALS PHILOSOPHY & PROGRAM OF THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D.C. and Puerto Rico	**Oriented toward all types of materials**	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Alabama -															
Florence State College Florence, Ala.	x					x			x	x					
Judson College Marion, Ala.	x									x					
Spring Hill College Mobile, Ala.			x			x									
Alabama State College Montgomery, Ala.			x			x			x			1			
Arkansas -															
Henderson State Teachers College Arkadelphia, Ark.		x									x	1			
Ouachita Baptist College Arkadelphia, Ark.			x	x				x	x			1*			
Arkansas State Teachers College Conway, Ark.	x				x	x			x		x	3			
University of Arkansas Fayetteville, Ark.	x			2		x	x				x	1			
Little Rock University Little Rock, Ark.			x	x					x			1			
Southern State College Magnolia, Ark.		x		x		x			x			1*			
Arkansas State College State College, Ark.			x	x				x			x	3			
California -															
Pacific Union College Angwin, Calif.		x	x	x					x		x	1			
Biola College La Mirada, Calif.			x		x							1			x
Sacramento State College Sacramento, Calif.			x	x		x						9			
San Diego State College San Diego, Calif.	x			x					x			6			
lorado -															
Adams State College of Colorado Alamosa, Colo.		x			x	x			x		x	4			

*Speech Courses in Radio and Television

TABLE: 21 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 State plus D. C. and Puerto Rico

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Jouranl.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Colorado University of Colorado Boulder, Colo.		x	x	x			x				x	4			
Colorado State University Fort Collins, Colo.			x			x			x			2*			
Colorado State College Greeley, Colo.		x		x		x			x		x	6			
Western State College of Colorado Gunnison, Colo.			x	x					x			3			
District of Columbia - Graduate School - United States Department of Agriculture	x														
Florida - Bethune-Cookman College Daytona Beach, Fla.	x			x		x			x			2			
University of Florida Gainesville, Fla.		x			x						x	1			
Barry College Miami, Fla.	x				x	x			x	x					
Georgia - Albany State College Albany, Ga.		x		x								1			
University of Georgia Athens, Ga.			x	x								19			x
Fort Valley State College Fort Valley, Ga.															
The Woman's College of Georgia Milledgeville, Ga.	x				x				x			1			
Shorter College Rome, Ga.				x											
Savannah State College Savannah, Ga.		x	x									1			
Georgia Southern College Statesboro, Ga.		x			x	x			x			2			

*Speech Courses in Radio and Television

TABLE: 121 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D. C. and Puerto Rico	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommened by it	Number of A-V courses taught outside library school (Educ., Speech, Journal	Extension courses in A-V	Meet certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Idaho - University of Idaho Moscow, Idaho			x	x		x			x		x	29			x
Illinois - Eastern Illinois University Charleston, Ill.		x			x	x			x		x	3		x	x
Chicago Teachers College - North Chicago, Ill.	x	x			x	x		x			x	2		x	
Loyola Universtiy Chicago, Ill.			x	x								4		x	
Southern Illinois University at Edwardsville, Ill.	x			x		x	x		x	x		3		x	
College of St. Francis Joliet, Ill.				x		x	x		x			4		x	
Western Illinois University Macomb, Ill.	x					x			x		x	19			
Illinois State University Normal, Ill.		x			x	x		x	x		x	3			
Quincy College Quincy, Ill.	x			x		x			x			1			
Indiana - Goshen College Goshen, Ind.	x			x		x			x	x		2			
Saint Mary-of-the-Woods College Saint Mary-of-the-Woods, Ind.			x		x	x			x			3			
Iowa - Marycrest College Davenport, Iowa	x			x		x	x		x			2*			
Luther College Decorah, Iowa	x				x	x			x			1*			
Clarke College Dubuque, Iowa		x			x	x		x	x			2			

* Speech Courses in Radio and Television

TABLE: 121 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D.C. and Puerto Rico

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Iowa - (continued) Briar Cliff College Sioux City, Iowa			x	x		x	x		x						
Morningside College Sioux City, Iowa		x			x	x			x	x		4			
Kansas - Mount St. Scholastica College Atchison, Kansas			x	x	x	x			x		x	1			
Bethany College Lindsborg, Kansas	x			x	x	x			x	x	x	1			
Ottawa University Ottawa, Kansas		x	x	x						x		4*			
Kansas State College of Pittsburg Pittsburg, Kansas			x	x					x		x	8			
Marymont College Salina, Kansas			x			x			x			2			
Sterling College Sterling, Kansas			x		x	x			x	x	x	1			
Friends University Wichita, Kansas		x				x			x	x		7			
Sacred Heart College Wichita, Kansas			x			x			x			1			
Saint Mary College Xavier, Kansas	x			x	x	x			x	x		1*			
Kentucky - Berea College Berea, Ky.			x			x			x			1*			
Ursuline College Louisville, Ky.	x				x	x			x	x		1			
Kentucky Wesleyan College Owensboro, Ky.		x		x		x			x	x					

* Speech Courses in Radio and Television

TABLE: 321 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D.C. and Puerto Rico

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V courses taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.,	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Louisiana - Southern University Baton Rouge, La.		x				x			x			1			
Grambling College Grambling, La.	x				x	x			x		x	2 3*		x	x
Southeastern Louisiana College Hammond, La.	x					x			x		x	3			
University of Southwestern Louisiana Lafayette, La.			x			x			x			11			
McNeese State College Lake Charles, La.	x					x			x			7			x
Northeast Louisiana State College Monroe, La.	x					x			x			3			
Northwestern State College Natchitoches, La.	x					x			x			1			x
Loyola University New Orleans, La.		x		x		x			x	x					
Xavier University of Louisiana New Orleans, La.			x			x			x			1			
Louisiana College Pineville, La.			x			x			x			3*			
Louisiana Polytechnic Institute Ruston, La.	x					x			x			2			
Nicholls State College Thibodaux, La.	x			x			x				x	1 1*			x
Maryland - University of Maryland College Park, Md.	x			x		x	x		x		x	1 15*			
Columbia Union College Takoma Park, Md.		x			x							1 3*			

*Speech Courses in Radio and Television

TABLE: 121 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D.C. and Puerto Rico

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V courses taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Massachusetts - State College at Bridgewater Bridgewater, Mass.			x			x			x			2			
Atlantic Union College South Lancaster, Mass.			x			x			x			2*			
Michigan - Siena Heights College Adrian, Mich.		x			x	x			x	x		2 3*			
Emmanuel Missionary College Berrien Springs, Mich.			x		x			x				3			
Northern Michigan College Marquette, Mich.	x				x	x			x	x		2 2*			x
Minnesota - Bemidji State College Bemidji, Minn.	x				x	x		x	x			3 3*			
Augsburg College Minneapolis, Minn.	x			x		x			x						x
Moorhead State College Moorhead, Minn.	x				x	x		x	x			6 1*			x
St. Olaf College Northfield, Minn.	x			x		x	x		x			1 2*			
Gustavus Adolphus College St. Peter, Minn.	x			x		x			x			1			
College of Saint Teresa Winona, Minn.	x			x		x			x			1 2*			
Winona State College Winona, Minn.			x		x	x		x	x			3 1*			
Mississippi - Blue Mountain College Blue Mountain, Miss.			x	x		x						1			

* Speech Courses in Radio and Television [redacted].

TABLE: 121 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D.C. and Puerto Rico

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Mississippi - Mississippi College Clinton, Miss.			x		x	x			x			1 3*			
Alcorn Agricultural & Mechanical College - Lorman, Miss.			x	x		x			x						
Missouri - Culver-Stockton College Canton, Mo.			x		x				x			1*			
Lincoln University Jefferson City, Mo.	x			x					x		x	1			
Northeast Missouri State Teachers College - Kirksville, Mo.		x	x		x				x		x	7			
Northwest Missouri State College Maryville, Mo.		x			x	x		x	x	x		1 3*			
Southwest Missouri State College Springfield, Mo.	x				x	x			x		x	1 2*			
Montana - Eastern Montana College of Education Billings, Mont.	x			x		x			x			2 2*			x
Rocky Mountain College Billings, Mont.	x				x					x	x	1			
Montana State College Bozeman, Mont.	x				x			x				1 22**			
Nebraska - Nebraska State Teachers College Chadron, Neb.		x			x			x			x	3			
Nebraska State Teachers College Kearney, Neb.		x		x	x			x			x	2 2*			
Nebraska Wesleyan University Lincoln, Neb.		x		x							x	1 1*			
University of Nebraska Lincoln, Neb.	x			x								9* 4***			
Duchesne College of the Sacred Heart - Omaha, Neb.			x	x		x									
Nebraska State Teachers College Peru, Neb.	x			x		x		x			x	1			

*Speech Courses in Radio and Television

**Department of Film and Television Production

***Jouhalism Courses in Radio and Television

TABLE: 121 (Cont'd)

INSTRUCTIONAL MATERIALS
HILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D.C. and Puerto Rico

	Oriented toward all types of material	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Nebraska - Nebraska State Teachers College Wayne, Neb.		x			x	x			x			2 3*			
Nevada - University of Nevada Reno, Nev.				x		x	x		x		x	3 5*			x
New Jersey - Caldwell College for Women Caldwell, N. J.		x				x			x	x					
Glassboro State College Glassboro, N. J.		x		x		x			x			1	x		
Jersey City State College Jersey City, N. J.		Starting new program, will offer a minor													
Trenton State College Trenton, N. J.	x					x			x			2			
New Mexico - Eastern New Mexico University Portales, N. M.	x			x	x	x				x		5 2*			
New Mexico State University University Park, N. M.			x		x	x						1 2**			
North Carolina - Bennett College Greensboro, N. C.		x			x	x		x	x	x		2			
Woman's College, University of North Carolina - Greensboro, N.C.	x			x		x	x		x	x		1*			
Pfeiffer College Misenheimer, N. C.			x			x			x						
North Dakota - State Teachers College Dickinson, N. D.			x	x		x			x		x	1 1*			
North Dakota State University Fargo, N. D.	x											1			
University of North Dakota Grand Forks, N. D.	x					x			x			1 8*			
State Teachers College Mayville, N. D.		x		x		x			x		x	3			
State Teachers College Minot, N. D.	x				x	x						1 1*			

*Speech Courses in Radio and Television

**Department of Journalism (Radio and Television)

TABLE: 121 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D.C. and Puerto Rico

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature: Education Dept.	Children's Literature: English Dept.	Children's Literature: Library Science Dept.	Literature for Young Adults: Education Dept.	Literature for Young Adults: English Dept.	Literature for Young Adults: Library Science Dept.	A-V course taught in Libray School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
North Dakota - State Teacher College Valley City, N. D.		x		x	x						x	1			
Ohio - Ohio University Athens, Ohio		x		x					x		x	1 4*			
Bowling Green University Bowling Green, Ohio			x		x							1 6*			
College of St. Mary of the Springs Columbus, Ohio			x	x		x			x			1			
Ohio State University Columbus, Ohio	x			x							x	8 10*			
Hiram College Hiram, Ohio	x			x					x						x
Miami University Oxford, Ohio		x			x				x		x	4 9*			x
Wittenberg University Springfield, Ohio			x	x		x			x			1*			
Oklahoma - Southeastern State College Durant, Okla.			x		x	x			x			1 2*			
Central State College Edmond, Okla.	x			x		x			x		x	1			
Northeastern State College Tahlequah, Okla.			x			x			x			2			x
Oregon - Southern Oregon College Ashland, Ore.			x		x	x		x	x		x	1 1*			
Pacific University Forest Grove, Ore.	x					x			x			1 7*			
Eastern Oregon College LaGrande, Ore.		x			x	x		x	x			1			x
Marylhurst College Marylhurst, Ore.			x	x	x	x			x			1			
Oregon College of Education Monmouth, Ore.			x		x	x		x	x			3			x
Pennsylvania - Edinboro State College Edinboro, Pa.			x			x			x		x	1			

*Speech Courses in Radio and Television

TABLE: 121 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D.C. and Puerto Rico	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Puerto Rico - The Catholic University of Puerto Rico - Ponce, P. R.	x			x		x			x		x	2			x
South Carolina - Benedict College Columbia, S. C.	x				x	x			x			1			
South Dakota - Northern State Teachers College Aberdeen, S. D.			x	x					x			1			
Augustana College Sioux Falls, S. D.		x		x					x	x					
Tennessee - East Tennessee State College Johnson City, Tenn.	x				x	x			x	x	x	2 3*		x	x
Lambuth College Jackson, Tenn.	x				x	x			x	x	x	1			
Memphis State University Memphis, Tenn.	x					x			x			1			
Middle Tennessee State College Murfreesboro, Tenn.	x				x	x			x			1			
Tennessee Agricultural and Industrial State University Nashville, Tenn.	x				x	x			x	x		2 3*			
Texas - Sul Ross State College Alpine, Texas	x				x				x			2 1*			
Incarnate Word College San Antonio, Texas			x	x		x			x			1			
Utah - Utah State University Logan, Utah			x		x			x			x	1			
Brigham Young University Provo, Utah		x		x							x	2			
University of Utah Salt Lake City, Utah			x	x		x					x	5			x
Virginia - Northern Virginia Center, University of Virginia - Arlington, Va.			x	x		x	x		x						
Longwood College Farmville, Va.	x			x	x	x			x	x		2			

*Speech Courses in Radio and Television

TABLE: 121 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D. C. and Puerto Rico

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Washington - Western Washington State College Bellingham, Wash.		x				x			x		x	4			x
Eastern Washington State College Cheney, Wash.	x				x	x		x			x	1			
Holy Names College Spokane, Wash.	x				x	x			x		x	1			
Whitworth College Spokane, Wash.	x			x		x						1			
West Virginia - Fairmont State College Fairmont, W. Va.			x		x				x			1 2*			
Shepherd College Shepherdstown, W. Va.			x		x				x			1 5*			
Wisconsin - Northland College Ashland, Wisc.			x	x			x								
Beloit College Beloit, Wisc.			x			x									
Wisconsin State College Eau Claire, Wisc.	x					x			x						
Wisconsin State College LaCrosse, Wisc.			x		x			x	x		x	2			
Holy Family College Manitowoc, Wisc.			x			x			x						
Cardinal Stritch College Milwaukee, Wisc.	x			x			x			x					
University of Wisconsin at Milwaukee - Milwaukee, Wisc.	x			x		x			x		x	4			x
Wisconsin State College and Institute of Technology Platteville, Wisc.		x			x			x			x	2			
Wisconsin State College River Falls, Wisc.	x				x	x		x	x			2			
Wisconsin State College Superior, Wisc.	x			x		x	x		x	x		1			

*Speech Courses in Radio and Television

TABLE: 121 (Cont'd)

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

170 Institutions Offering
Undergraduate Programs
Minor in Library Science
12-24 S. H.

40 States plus D.C. and Puerto Rico

	Oriented toward all types of material	Some interest in non-print material	Oriented towards printed material	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Extension courses in A-V	Meets certification requirements for A-V	Audio-visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.						
Wisconsin - Wisconsin State College Steven Point, Wisc.			x		x			x			x	2 2*			
Wisconsin State College Whitewater, Wisc.	x					x			x	x	x	1			x
Wyoming - University of Wyoming Laramie, Wy.	x			x		x			x		x	2			x
TOTAL:	70	90	60	73	~~[illegible]~~ 65	~~[illegible]~~ 117	15	24	122	30	55	146	1	7	24

*Speech Courses [redacted] in Radio and Television

DEGREES TABLE: 122

49 Institutions Offering Undergraduate Programs Less than a Minor Less than 12 S. H. 32 States	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science and Courses Offered	
Arizona - Grand Canyon College Phoenix, Ariz.	x				6 S. H.	Utilizing the Library in the Elementary School Children's Literature and Story Telling
Arkansas - Arkansas College Batesville, Ark.					6 S. H.	School Library Management Instructional Materials for the School Library
Arkansas Polytechnic College Russellville, Ark.					12 S. H.	In the Education Department (5 courses)
California - Citrus College Azusa, Calif.					12 S. H.	
Chico State College Chico, Calif.		x			8 S. H.	In the Education Department (4 courses)
Georgia - Tift College Forsyth, Ga.					10 Q. H.	In the English Department (2 courses)
Illinois - Mundelein College Chicago, Ill.					9 S. H.	Children's Literature Reference and Bibliography Cataloging and Classification
Saint Xavier College Chicago, Ill.					8 S. H.	In the Education Department (3 courses)
Olivet Nazarene College Kankakee, Ill.					8 S. H.	Electives Only (4 courses)
Bradley University Peoria, Ill.		x		x	12 S. H.	Offered in Summer Sessions Only (4 courses)
Indiana - Huntington College Huntington, Ind.					8 S. H.	(3 courses)
Iowa - Iowa State University of Science & Technology Ames, Iowa					12 S. H.	(3 courses) 2 Undergraduate & 1 Graduate
Wartburg College Waverly, Iowa	x	x	x		6 S. H.	Reference and Cataloging School Library Administration
Kansas - University of Kansas Lawrence, Kansas		x			5 S. H.	(2 courses)
Kansas State University Manhattan, Kan	x	x			11 S. H.	(4 courses) Through Home Study Courses Only

DEGREES

TABLE: 122 (Cont'd)

49 Institutions Offering Undergraduate Programs Less than a Minor Less than 12 S. H. 32 States	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science and Courses Offered
Kansas - University of Wichita Wichita, Kan.		x			8 S. H. (3 courses)
Kentucky - Kentucky State College Frankfurt, Ky.		x	x	x	12 S. H. Electives Only (4 courses) For school librarians
Maryland - Western Maryland College Westminster, Md.					12 S. H. Electives Only for B.A. and B.S. (4 courses)
Massachusetts - Regis College Weston, Mass.					12 S. H. (4 courses)
Michigan - Ferris Institute Big Rapids, Mich.				x	21 Q. H. Library Aide or Technician Program (2 years)
Minnesota - Concordia College Moorhead, Minn.		x			6 S. H. Materials for the Secondary School Library Functions of the School Library
Mississippi - Delta State College Cleveland, Miss.		x			12 S. H. (4 courses)
Tougaloo Southern Christian College Tougaloo, Miss.					12 S. H. (3 courses)
Missouri - Maryville College of the Sacred Heart St. Louis, Mo.					4 S. H. (1 course)
Montana - Western Montana College of Education Dillon, Mont.					18 Q. H. (6 courses)
Nebraska - Midland College Fremont, Neb.					12 S. H. (4 courses)
Hastings College Hastings, Neb.					6 S. H. Introduction to Library Materials Organizing in Small School Library
New Hampshire - Rivier College Nashua, N. H.					8 S. H. Library Orientation Administration of the School Library
New York - Ballard School of YMCA New York, N. Y.					4 courses offered for Library Clerical Training

DEGREES TABLE: 122 (Cont'd)

49 Institutions Offering Undergraduate Programs Less than a Minor Less than 12 S.H. 32 States	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science
North Carolina - Johnson C. Smith University Charlotte, N. C.					8 S. H. only in summer Administration Reference Book Selection
North Dakota - State Teachers College Ellendale, N. D.	x			x	11 S. H. as portion of English major or minor. (5 courses)
Ohio - Ashland College Ashland, Ohio					8 S. H. Cataloging and Classification School Library Reference School Library Admin. & Organization
Mary Manse College Toledo, Ohio	x				6 S. H. Children's Literature History of Books
Oregon - Oregon State University Corvallis, Ore.	x	x	x		12 Q. H. - Teacher-Librarian (4 courses)
Lewis and Clark College Portland, Ore.		x			12 S. H. (4 courses)
Rhode Island - University of Rhode Island Kingston, R. I.				x (2)	9 S. H. Extension courses only.
South Carolina - Bob Jones University Greenville, S. C.					6 S. H. (4 courses)
South Dakota - South Dakota State College of Agriculture and Mechanic Arts - Brookings, S. D.		x			12 Q. H. (4 courses)
General Beadle State Teachers College Madison, S. D.					12 Q. H. (4 courses)
Sioux Falls College Sioux Falls, S. D.					6 S. H. Cataloging and Classification Administration and Organization
Yankton College Yankton, S. D.					10-12 S. H. (4 courses)

DEGREES TABLE: 122 (Cont'd) 49 Institutions Offering Undergraduate Programs Less than a Minor Less than 12 S. H. 32 States	Meets Certification	NCATE Approved	Articulates Grad. Program	Intro. to Library Course Offered	Number of Hours Offered in Library Science
Tennessee - Fisk University Nahsville, Tenn.	x				12 S. H. (4 courses)
Texas - Mary Hardin-Baylor College Belton, Texas			x		6 courses offered in alternate years.
Wiley College Marshall, Texas					12 S. H. in L. S. to be Teacher-Librarian (4 courses)
Utah - College of Southern Utah Cedar City, Utah		x			6 Q. H. (2 courses)
Vermont - University of Vermont Burlington, Vermont		x			6 S. H. offered during summer session. (2 courses)
Washington - Walla Walla College College Place, Wash.					9 Q. H. Reference Cataloging Library History
West Virginia - Bethany College Bethany, W. Va.					6 S.H. (2 courses)
West Virginia State College Institute, W. Va.					11 S. H.

articulate with graduate programs in library schools. Table 123 shows that two had one full-time faculty person and three had four part-time faculty. The majority had one part-time person offering the courses. The person most often in charge of the program was the college librarian. Table 124 indicates that sixty-nine percent of these programs were traditionally book oriented, more of the courses in children's literature were taught in the Education and English departments than by librarians, but that the twenty-five percent that did offer a course in literature for young adults offered it in the library science program. One institution offered an audio-visual course and another institution recommended one in the library science program although thirty-five institutions offered audio-visual courses on the campus. Four of the institutions had an audio-visual center located on the college campus. The more limited the offerings of library science courses and the fewer the faculty members, the more traditional the program and the more book oriented it was found to be. Fewer of these programs were planned to be articulated with graduate library science programs, and fewer of the programs recommended the audio-visual courses that were available in their institutions than did other institutions already reviewed in this study.

The Summary Table 125 listing states offering library science programs at both the graduate and undergraduate levels indicates that there were eighty-eight graduate programs located and analyzed and two hundred and sixty-three undergraduate programs or a total of three hundred and fifty-one programs of library science. These were identified through college catalogs, personal visits, and/or interviews with faculty members of these institutions. Four hundred and seventy-eight school librarians and supervisors checked the status Checklist giving the name of the school and degree or hours of library science obtained. Over half of these school librarians, or two hundred and seventy-six obtained their professional degrees from an accredited library school. With the exception of those from Virginia, all who had accredited library degrees were employed in states that had an accredited library school in that state. Of the two hundred and two school librarians that had degrees from nonaccredited

TABLE: 123

49 Institutions Offering
Undergraduate Programs
Less than a Minor
Less than 12 S. H.

32 States	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Arizona - Grand Canyon College Phoenix, Ariz.	x				x		1	1
Arkansas - Arkansas College Batesville, Ark.		x			x		1	1
Arkansas Polytechnic College Russellville, Ark.		x			x		3	3 (S.S.)
California - Citrus College Azusa, Calif.		x			x		1	1
Chico State College Chico, Calif.	x				x		1	1
Georgia - Tift College Forsyth, Ga.		x			x		1	1
Illinois - Mundelein College Chicago, Ill.		x			x		1	1
Saint Xavier College Chicago, Ill.			x		x		1	1
Olivet Nazarene College Kankakee, Ill.			x		x		2	2
Bradley University Peoria, Ill.		x		x		1		1
Indiana - Huntington College Huntington, Ind.	x				x		1	1
Iowa - Iowa State University of Science and Technology - Ames, Ia.		x			x			*
Wartburg College Waverly, Ia.		x			x		1	1
Kansas - University of Kansas Lawrence, Kan.		x			x		1	1
Kansas State University Manhattan, Kan.		x			x		1	1
University of Wichita Wichita, Kan.		x			x		1	1
Kentucky - Kentucky State College Frankfort, Ky.			x		x		1	1

*Unable to verify the number of full-time and part-time faculty from catalog sent.

FACULTY TABLE: 123 (Cont'd)

49 Institutions Offering
Undergraduate Programs
Less than a Minor
Less than 12 S. H.

32 States	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Maryland - Western Maryland College Westminster, Md.		x			x		1	1
Massachusetts - Regis College Weston, Mass.		x			x		3	3
Michigan - Ferris Institute Big Rapids, Mich.			x	x		1		1
Minnesota - Concordia College Moorhead, Minn.		x			x		4	4
Mississippi - Delta State College Cleveland, Miss.		x			x		4	4
Tougaloo Southern Christian College Tougaloo, Miss.		x			x		1	1
Missouri - Maryville College of the Sacred Heart St. Louis, Mo.		x			x		1	1
Montana - Western Montana College of Education Dillon, Mont.		x			x		1	1
Nebraska - Midland College Fremont, Neb.			x		x		2	2
Hastings College Hastings, Neb.		x			x		1	1
New Hampshire - Rivier College Nashua, N. H.		x			x		1	1
New York - Ballard School of YMCA New York, N. Y.		x			x		3	3
North Carolina - Johnson C. Smith University Charlotte, N. C.		x			x		1	1
North Dakota - State Teachers College Ellendale, N. D.		x			x		1	1
Ohio - Ashland College Ashland, Ohio		x			x		1	1
Mary Manse College Toledo, Ohio		x			x		3	3

FACULTY TABLE: 123 (Cont'd)

49 Institutions Offering Undergraduate Programs Less than a Minor Iess than 12 S.H. 32 States	Person in charge of library school devotes full time	Person in charge of library school also head of library	Person in charge of library school holds other position than head librarian	50% or more faculty full time	Less than 50% full time	Number of full time faculty	Number of part time faculty	Total number of faculty
Oregon - Oregon State University Corvallis, Ore.			x		x		2	2
Lewis and Clark College Portland, Ore.			x		x		3	3
Rhode Island - University of Rhode Island Kingston, R. I.	x				X		1	1
South Carolina - Bob Jones University Greenville, S. C.		x			x		1	1
South Dakota - South Dakota State College of Agriculture and Mechanic Arts - Brookings, S. D.		x			x		4	4
General Beadle State Teachers College Madison, S. D.		x			x		1	1
Sioux Falls College Sioux Falls, S. D.		x			x		1	1
Yankton College Yankton, S. D.		x			x		1	1
Tennessee - Fisk University Nahsville, Tenn.		x			x		2	2
Texas - Mary Hardin-Baylor College Belton, Texas		x			x		1	1
Wiley College Marshall, Texas		x			x		1	1
Utah - College of Southern Utah Cedar City, Utah		x			x		1	1
Vermont - University of Vermont Burlington, Vermont		x			x		2	2
Washington - Walla Walla College College Place, Wash.		x			x		1	1
West Virginia - Bethany College Bethany, W. Va.		x			x		1	1
West Virginia State College Institute, W. Va.		x			x		1	1

TABLE: 124

INSTRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

49 Institutions Offering
Undergraduate Programs
Less than a Minor
Less than 12 S. H.

32 States

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses tuaght outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Jouràl.)	Audio-Visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.				
Arizona - Grand Canyon College Phoenix, Ariz.	x			x		x						1	
Arkansas - Arkansas College Batesville, Ark.	x												
Arkansas Polytechnic College Russellville, Ark.			x			x			x				
California - Citrus College Azusa, Calif.			x										
Chico State College Chico, Calif.	x			x		x		x				1 5*	
Georgia - Tift College Forsyth, Ga.	x					x							
Illinois - Mundelein College Chicago, Ill.			x		x	x						3*	
Saint Xavier College Chicago, Ill.			x	x								1*	
Olivet Nazarene College Kankakee, Ill.			x			x			x			1 2*	x
Bradley University Peoria, Ill.	x			x								1	
Indiana - Huntington College Huntington, Ind.			x									1	
Iowa - Iowa State University of Science and Technology - Ames, Ia.			x									8	
Wartburg College - Waverly, Ia.			x		x							2	x
Kansas - University of Kansas Lawrence, Kan.			x									1 9*	

*Speech Courses in Radio and Television

TABLE: 124 (Cont'd)

STRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

49 Institutions Offering
Undergraduate Programs
Less than a Minor
Less than 12 S. H.

32 States

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Audio-visual center in college
				Education Dept.	English Dept.	Library Dept.	Education Dept.	English Dept.	Library Dept.				
Kansas - Kansas State University Manhattan, Kan.			x		x			x					
University of Wichita Wichita, Kan.			x	x								4*	
Kentucky - Kentucky State College Frankfort, Ky.		x		x	x	x			x		x	1	
Maryland - Western Maryland College Westminster, Md.			x									2	
Massachusetts - Regis College Weston, Mass.		x	x			x							
Michigan - Ferris Institute Big Rapids, Mich.		x										5	x
Minnesota - Concordia College Moorhead, Minn.	x			x					x			2*	
Mississippi - Delta State College Cleveland, Miss.			x		x	x			x			1 1*	
Tougaloo Southern Christian College Tougaloo, Miss.			x			x			x			1	
Missouri - Maryville College of the Sacred Heart St. Louis, Mo.			x	x									
Montana - Western Montana College of Education Dillon, Mont.	x			x		x		x				1	
Nebraska - Midland College Fremont, Neb.		x		x								1	
Hastings College Hastings, Neb.	x			x								3*	

*Speech Courses in Radio and Television

TABLE: 124 (Cont'd)

STRUCTIONAL MATERIALS
PHILOSOPHY & PROGRAM OF
THE SCHOOL

49 Institutions Offering
Undergraduate Programs
Less than a Minor
Less than 12 S. H.

32 States

66

	Oriented toward all types of materials	Some interest in non-print materials	Oriented towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside library school but recommended by it	Number of A-V courses taught outside library school (Educ., Speech, Journal.)	Audio-Visual center in college
				Education Dept.	English Dept.	Library Science Dept.	Education Dept.	English Dept.	Library Science Dept.				
New Hampshire - Rivier College Nashua, N. H.			x										
New York - Ballard School of YMCA New York, N. Y.			x										
North Carolina - Johnson C. Smith University Charlotte, N. C.			x		x								
North Dakota - State Teachers College Ellendale, N. D.		x		x	x							1*	
Ohio - Ashland College Ashland, Ohio			x				x					1 7*	
Mary Manse College Toledo, Ohio			x	x		x						1	
Oregon - Oregon State University Corvallis, Ore.		x				x			x			2 9*	x
Lewis and Clark College Portland, Ore.			x	x								1 5*	
Rhode Island - University of Rhode Island Kingston, R. I.			x			x			x			2*	
South Carolina - Bob Jones University Greenville, S. C.			x										
South Dakota - South Dakota State College of Agriculture and Mechanic Arts - Brookings, S. D.			x									1	
General Beadle State Teachers College Madison, S. D.			x	x								1	
Sioux Falls College Sioux Falls, S. D.			x		x			x				1 2*	
Yankton College Yankton S. D.			x	x		x	x		x			1 2*	
Tennessee - Fisk University Nashville, Tenn.			x			x			x				

*Speech Courses in Radio and Television

TABLE: 124 (Cont'd)

INSTURCTIONAL MATERIALS PHILOSOPHY & PROGRAM OF THE SCHOOL

49 Institutions Offering
Undergraduate Programs
Less than a Minor
Less than 12 S.H.

32 States

32 States	Oriented toward all types of materials	Some interest in non-print materials	Oriented only towards printed materials	Children's Literature			Literature for Young Adults			A-V course taught in Library School	A-V courses taught outside Library School but recommended by it	Number of A-V courses taught outside Library School (Educ., Speech, Journal)	Audio-Visual center in college
				Education Dept.	English Dept.	Library Science Dept	Education Dept.	English Dept.	Library Science Dept				
Texas - **Mary Hardin-Baylor College** **Belton, Texas**		x		x								1*	
Wiley College **Marshall, Texas**			x	x									
Utah - **College of Southern Utah** **Cedar City, Utah**			x		x							1 1*	
Vermont - **University of Vermont** **Burlington, Vermont**			x										
Washington - **Walla Walla College** **College Place, Wash.**			x		x		x					1	
West Virginia - **Bethany College** **Bethany, W. Va.**			x	x								1	
West Virginia State College **Institute, W. Va.**	x			x						x		1	
TOTAL:	9	7	34	20	10	16	3	4	10	1	0	35	4

*Speech Courses in Radio and Television

TABLE: 125

Summary Table of States Offering Library Science Programs

50 States plus D.C., Canada and Puerto Rico	Graduate Programs in Library Science						Undergraduate Programs in Library Science				States from which School Librarians* Obtain Their Library Science Degree	
	Accredited Library Schools	Advanced and Ph.D. Programs	Major	Minor	Less than a Minor	Total Number of Graduate Programs Located & Analyzed	Major	Minor	Less than a Minor	Total Number of Undergraduate Programs Located & Analyzed	Accredited Library Schools	Non-Accredited Library Schools
Alabama			2		[illegible]	2		4		4		7
Alaska		------	No Library Science Degrees Offered** ------									
Arizona			2	1	[illegible]	3			1	1		
Arkansas							2	7	2	11		1
California	3	3	2			5	1	4	2	7		3
Canada	3		1			4						
Colorado	1					1		5		5	7	
Connecticut			1			1						
Delaware		------	No Library Science Degrees Offered** ------									
District of Columbia	1					1	1	1		2	7	3
Florida	1			1	[illegible]	2	1	3		4	17	6
Georgia	2					2		7	1	8	9	3
Hawaii			1		[illegible]	1	5			2		
Idaho								1		1		
Illinois	3	2	3			6		8	4	12	36	5
Indiana	1		1	3	[illegible]	5		2	1	3	10	7
Iowa			1			1	1	5	2	8		2
Kansas			1			1	1	9	3	13		1

TABLE: 125 (Continued)

Summary Table of States Offering Library Science Programs

50 States plus D.C., Canada and Puerto Rico	Graduate Programs in Library Science						Undergraduate Programs in Library Science				States from which School Librarians* Obtain Their Library Science Degree	
	Accredited Library Schools	Advanced and Ph.D. Programs	Major	Minor	Less than a Minor	Total Number of Graduate Programs Located & Analyzed	Major	Minor	Less than a Minor	Total Number of Undergraduate Programs Located & Analyzed	Accredited Library School	Non-Accredited Library School
Kentucky	1		1	1		3	2	3	1	6	7	6
Louisiana	1					1		12		12		5
Maine	------		No Library Science Degrees Offered** ------									
Maryland								2	1	3		10
Massachusetts	1			1		2		2	1	3	2	2
Michigan	2	1	2	1		5		3	1	4	17	4
Minnesota	1	1	1			2	2	7	1	10	10	6
Mississippi			1			1	2	3	2	7		4
Missouri				2		2	2	5	1	8		2
Montana							1	3	1	5		2
Nebraska							1	7	2	10		
Nevada								1		1		
New Hampshire									1	1		
New Jersey	1	1				2		4		4	13	2
New York	3	1	5			9			1	1	35	5
New Mexico								2		2		
North Carolina	1		2	1		4	1	3	1	5	14	34
North Dakota								6	1	7		
Ohio	2	1	1			3	1	7	2	10	7	5

TABLE: 125 (Continued)

Summary Table of States Offering Library Science Programs

50 States plus D. C., Canada and Puerto Rico	Graduate Programs in Library Science						Undergraduate Programs in Library Science				States from which School Librarians* Obtain Their Library Science Degree	
	Accredited Library Schools	Advanced and Ph.D. Programs	Major	Minor	Less than a Minor	Total Number of Graduate Programs Located & Analyzed	Major	Minor	Less than a Minor	Total Number of Undergraduate Programs Located & Analyzed	Accredited Library School	Non-Accredited Library School
Oklahoma	1			1		2	2	3		5	1	
Oregon			2			2		5	2	7		
Pennsylvania	2		3			5	7	1		8	20	13
Puerto Rico								1		1		
Rhode Island									1	1		
South Carolina							4	1	1	6		6
South Dakota							1	2	4	7		
Tennessee	1		1	1	[illegible]	3		5	1	6	33	5
Texas	2		2			4	4	2	2	8	7	4
Utah								3	1	4		
Vermont									1	1		
Virginia							3	2	2	5	5	29
Washington	1			1	2	2		4	1	5	14	7
West Virginia			1	1		2	3	2	2	7		9
Wisconsin	1					1	1	12		13	5	4
Wyoming								1		1		
TOTAL: 351 programs	36	10	~~[illegible]~~ 37	16	8	~~[illegible]~~ 88	44	~~[illegible]~~ 170	49	263	276	202

*478 School Librarians and Supervisors checked the Status Questionniare, giving the name of the school and degrees or hours of Library Science Obtained

**Colleges and Universities offering Library Science programs were identified through their catalogs, personal visits and/or interviews.

library schools, all had available in the state in which they were employed at least an undergraduate major and/or minor program of library science. The vast majority had library science programs available at all academic levels in their states. Except for those institutions that offered less than a minor program of library science, and a few other exceptions, the programs did meet the needs of school librarians and offered courses that were recommended by the regional association and the state standards.

If course descriptions can be relied upon as an index to the philosophy of teaching and the coverage of types of materials included in the courses, then the vast majority of these library science offerings at the graduate level and at the undergraduate major level were oriented toward the concept of a library serving as a materials center. Thus the higher the level of professional preparation a school librarian had, the greater the chance would be that the librarian was qualified to administer a school library at any level as an IMC program of services and resources.

The final sampling of college catalogs was that of forty-eight other institutions that did not offer library science courses but did offer courses for students in Liberal Arts programs that relate to the teaching and school library fields. These were courses in children's literature, literature for young adults, audio-visual courses in Education and Speech department courses in radio and television. Table 126 shows that thirty-nine of these institutions offered courses in children's literature, seven in literature for young adults, thirty-one offered audio-visual courses in Education and twenty offered Speech courses in radio and television. Undergraduates who plan a teaching career often enter the school library field later and did have such courses available to them.

In summary, then, a total of three hundred and ninety-nine college catalogs have been checked and findings tabulated as to library science and audio-visual offerings in these institutions. A relationship also has been pointed out between

TABLE: 126

SAMPLING OF 48 COLLEGES AND UNIVERSITIES OFFERING RELATED COURSES ONLY FOR THE SCHOOL LIBRARY FIELD*

	Introductory Course to the College Library	Children's Literature	Literature for Young Adults	Audio-Visual Course(s) in Education	Speech Course(s) in Radio and Television
Alabama - Huntingdon College Montgomery, Ala.		x		x	
California - La Sierra College La Sierra, Calif.	x			x	5
La Verne College La Verne, Calif.		x		x	
Connecticut - Danbury State College Danbury, Conn.		x		4	
University of Connecticut Storrs, Conn.		x		M.S.	
District of Columbia - American University Washington, D. C.		x	x	2	10
George Washington University Washington, D. C.		x		x	
Georgia - Oglethorpe University Atlanta, Ga.		x			
Illinois - Illinois Wesleyan University Bloomington, Ill.		x			2
Blackburn College Carlinville, Ill.	x Ref.	x		x	
Carthage College Carthage, Ill.		x		x	1
Millikin College Decatur, Ill.		x		x	
Elmhurst College Elmhurst, Ill.		x			
National College of Education Evanston, Ill.		x	x	2	
Knox College Galesburg, Ill.		x		x	
Greenville College Greenville, Ill.		x		x	2

*College catalogs examined of representative schools which offer no undergraduate or graduate courses in library science.

TABLE: 126 (Cont'd)

SAMPLING OF 48 COLLEGES AND UNIVERSITIES OFFERING RELATED COURSES ONLY FOR THE SCHOOL LIBRARY FIELD*

	Introductory Course to the College Library	Children's Literature	Literature for Young Adults	Audio-Visual Course(s) in Education	Speech Course(s) in Radio and Television
Illinois -					
Jacksonville College Jacksonville, Ill.		x	x		
Barat College of the Sacred Heart Lake Forest, Ill.		x		x	1
Lake Forest College Lake Forest, Ill.				x	
Monmouth College Monmouth, Ill.		x	x	x	1
North Central College Naperville, Ill.		x			
Rockford College Rockford, Ill.		x			
Augustana College Rock Island, Ill.		x			2
Wheaton College Wheaton, Ill.	x	x		x	3
Iowa -					
St. Ambrose College Davenport, Iowa				x	2
Maine -					
State Teachers College Farmington, Maine		x		x	x
Maryland -					
Hood College Frederick, Md.	x				
Massachusetts -					
Smith College Northampton, Mass.		x			1
Michigan -					
Aquinas College Grand Rapids, Mich.		x	x		
Minnesota -					
Carleton College Northfield, Minn.	x				
Missouri -					
Central Methodist College Fayette, Mo.		x		x	
North Carolina -					
Duke University Durham, N. C.				x	

*College catalogs examined of representative schools which offer no undergraduate or graduate courses in library science.

TABLE: 126 (Cont'd)

LISTING OF 48 COLLEGES AND UNIVERSITIES
OFFERING RELATED COURSES ONLY FOR THE
SCHOOL LIBRARY FIELD *

	Introductory Course to the College Library	Children's Literature	Literature for Young Adults	Audio-Visual Course(s) in Education	Speech Course(s) in Radio and Television	
North Carolina - Guilford College Guildford, N. C.		x				
Lenoir-Rhyne College Hickory, N. C.		x		x		
North Dakota - Jamestown College Jamestown, N. D.	x	x	x		3	
Pennsylvania - Indiana State College Indiana, Penn.		x		x	3	
Allegheny College Meadville, Penn.	x	x		x		
University of Pennsylvania Philadelphia, Penn.		x		x		
West Chester State College West Chester, Penn.		x		x		
Tennessee - Bethel College McKenzie, Tenn.				x		
Texas - Southern Methodist University Dallas, Texas		x	x		2	
Stephen F. Austin State College Nacogdoches, Texas		x		x	1	
Virginia - Virginia Polytechnic Institute Blacksburg, Va.				2		
Bridgewater College Bridgewater, Va.		x				
University of Virginia Charlottesville, Va.				x	1	
Hampton Institute Hampton, Va.		x		1	1	A-V center
University of Richmond Richmond, Va.		x			2	
William and Mary College Williamsburg, Va.		x			4	

*College catalogs examined of representative schools which offer no undergraduate or graduate courses in library science.

states with IMC type of school library programs identified by the study and that have programs of library science available at undergraduate and graduate levels of professional education and those states that do not have either. These findings should have value for state and national planning of library education.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

The expanding role and changing program of services offered by school libraries in the United States is clearly evident through an examination of professional literature during this century. It has been assumed that these changes have been influenced by (1) national, regional, and state standards pertaining to schools and libraries, (2) the leadership role of school library supervisors, and (3) the changing patterns of professional library education programs. A recent publication in Illinois[1] in which the historical development of school libraries in that state was traced over a period of one hundred and twenty-five years, points up the influences of regional and state standards, of state professional library associations activities, and of the leadership role of library education programs upon the school libraries of Illinois.

With the appearance in 1960 of national standards and evaluating criteria for secondary schools in which was introduced a new and expanded philosophy of a school library functioning as an instructional materials center, i.e., providing books, films, recordings, and other media for use by students and faculty, it was further assumed that this multi-media concept of library resources and services would be reflected in existing school library programs. A status study to identify such school library programs which actually did function as IMC programs was requested in 1961 by the American Association of School Librarians, and was initiated during the latter part of that year under a U.S. Office of Education contract. The method, plan, and limitations of the status study were detailed in Chapter I of this study.

After completion of school library visits in May 1963, final tabulation of the findings of the first part of the study indicated that 472 school libraries in twenty-eight states participated in the study and did function as instructional materials centers. The states involved are shown on Maps 1, 2, and 3 in Chapter II on pages 16 to 18. In 1964 school library supervisors in forty-one states and the District of Columbia checked the findings of the study for their respective states and sent additional information about 259 more schools and school systems that were not identified through the use of the Checklist.[1] This information is listed on Table 16 in Chapter III on pages 137 to 151. This makes a total of 731 schools or school systems identified through the study.

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[1] "History of School Libraries", Illinois Libraries, 50:853-972, November, 1968.

Thus eighty-two percent of the states had made progress in developing school libraries with print and nonprint resources. Thirty-five percent of the states had examples of outstanding school library programs of services and resources to support quality education within the schools. These schools were found in all types of communities and multimedia resource centers were developing within all sizes and levels of schools rather than just at the district level. At the district level were found the expensive items and cooperative purchasing and cataloging services. Only nine states did not list any IMC school libraries, while a total of twenty-two states did not participate in the entire study. These states were located mainly in sparsely populated and mountainous areas in New England, the great plains, the southwest, and Rocky mountain sections. These states also lacked the type of library education programs that were found in many of the other states. A study of Reading Instruction in New England's Public Schools, published in February 1969 by the New England Educational Assessment Project, points up for one of those areas the limited school library programs and services that were available in the elementary and junior high schools of New England. These findings support the evidence of this study for that region.

The holdings of school libraries were compared with the recommendations of national standards and on the basis of quantity of resources and quality of programs of services identified, school libraries were grouped into five categories ranging from those of Type I that had at the time of the study outstanding resources and programs of services to those of Type V whose resources were much less than adequate, but whose programs were functioning as instructional materials centers. Some of the latter were new schools and schools with new programs of library service. The characteristics of each of the five types of school libraries identified were discussed in Chapter III, with detailed tables identifying each school, in each city, in each state, and arranged by grade levels. Three sets of tables for each of the five types of schools are presented showing the library holdings of each school in 1962/1963 as well as the staff, budget, quarters, and special characteristics of each of the 203 school libraries visited by the investigator. The findings of this study, as pointed out in Chapter III, indicated that the trend in many parts of the country was for the school library of today to broaden its resources to include all types of instructional materials and to implement the recommendations of national, regional and state standards.

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[1] See Appendix A.

Use of newer media such as tapes, films, and programmed instruction required more space, equipment, and production areas than was true of the book centered library. In Chapter IV was discussed the characteristics of quarters and resources found in school libraries that participated in the study. It was found that older schools were being remodeled and new schools planned to make maximum use of all types of instructional materials. Preview and listening areas were found in each type of library as were production areas and individual study carrels for independent study. The skillfully integrated use of all types of learning materials gave evidence that resources were readily available and easily accessible in many of these schools.

The availability of bibliographic guides and administrative practices and service manuals to help teachers, librarians, and audio-visual specialists to select and to utilize resources needed for teaching purposes was discussed in

Chapter V. Different methods were being devised and used in these schools, but the objective was to secure needed resources and to make them easily available for use. Lack of sufficient staff was the greatest stumbling block that the school librarians faced in developing efficient administrative techniques.

With the positive findings of the first part of the study, it could well be assumed that needed competencies of school librarians could be identified and that professional preparation was offered in library and professional education programs within colleges and universities. This aspect of the study was analyzed in Chapters VI and VII.

Elementary, junior and senior high school librarians and supervisors participating in the study were asked to check competencies they considered essential for librarians serving as instructional material specialists and to rate the courses in professional education, in library science, and in audio-visual education that they considered the most valuable to them and that they recommended for the future preparation of media specialists. A consensus of 548 school librarians indicated a high priority being given to education courses in curriculum planning, reading methods, guidance and counseling, audio-visual methods, and practice teaching in the school library field rather than practice teaching in a subject field or grade level. School librarians highly recommended courses in education, but not necessarily those that are now found in teacher certification requirements. They recommended, instead, courses that would enable a school librarian to work more effectively with teachers in curriculum planning and in guiding students in the effective use of all learning media.

In the field of library science, the traditional courses were found useful in their work, but the courses they would recommend for future school librarians were those emphasizing the multimedia approach to selection, services, and the administration of an IMC program. They also recommended those that would reflect the communication role of the library, library automation and research techniques.

In the field of audio-visual education the emphasis was on the need for a background in materials rather than on hardware or equipment, and on administration rather than on the production or engineering aspects of the audio-visual field.

The competencies that were rated by school librarians as being of utmost importance in their field are tabulated on Chart 13 on pages 316 to 317. The findings in Chapter VII pointed up that over half of the needed competencies of school librarians came from course content offered in library science programs. The findings further indicated that a combination of Liberal Arts education, professional education with some audio-visual courses, and the library science program offered in the universities and colleges did prepare school librarians as media specialists with needed competencies they considered of greatest importance.

Implications of the findings of the study relating to the professional preparation of schools librarians that was available in 399 colleges and universities in each state during the period of 1961 to 1964 were presented in Chapter VII. On the basis of college catalog descriptions, it was found that 351 programs of professional library science [redacted] ranged from those with less than twelve semester hours of undergraduate courses to a doctoral program in the field. Eighty-eight programs were at the graduate level offering a master's degree in the field, and two-hundred and sixty-three programs were at the undergraduate level. Over half of the school librarians participating in the study had degrees from one of the thirty-six accredited library schools.

The findings of the study also showed that the greater the number of library science course offerings, and the higher the level of the degree program, the more oriented then were the programs toward preparing school librarians to be media specialists qualified to administer a school library at any level as an IMC program of services and resources. Table 17 on pages 152 to 154 showed that the states that had school libraries functioning as IMC programs of service were more apt to have school library supervisors, to have graduate and undergraduate programs of library science available in the state, to have programs that met regional and state certification requirements, and to have NCATE approved programs in teacher education. The nine states that did not have IMC school library programs identified were states without school library supervisors and with limited programs of library science available for students at the graduate or undergraduate levels. In general, Table 17 indicated that the greater the range of availability of library science programs, the greater was the number of IMC programs identified. The study does indicate, therefore, that there is a relationship between:

(1) IMC programs of library service,

(2) librarians holding professional degrees,

(3) the availability of library schools,

(4) state and school systems with library supervisors,

and (5) the recommendations of national, regional, and state standards for school libraries. Detailed tabulations of these findings are given in Chapter VII and summarized in Table 125 on pages 425 to 427.

As new schools are being built throughout the country, the IMC concept is being incorporated into most of the architectural plans, and the acceptance of the IMC as a program to provide quality service and resources for pupil and teacher use is growing each year. As Federal and state funds are made available to schools, it is seen that the richness of resources increases.

This study made no attempt to survey all school libraries, but only to seek the identity of those in the public school system that were known to function as IMC programs and that were attempting to implement the recommendations of the 1960 Standards for School Library Programs issued by the American Association of School Librarians. Such school libraries at all levels were found in forty-one states. There is no doubt but that there were many others that were not identified, but efforts were made to locate them as was indicated in the report. All school libraries identified did not have outstanding programs or resources but all were attempting to develop quality programs and all of them met the criteria set forth in the study. Many outstanding programs were found and these have been noted. The latter have continued to expand their programs and resources and have served as examples to school administrators and librarians seeking help in implementing similar programs in their schools. Library educators can also find food for thought in these outstanding programs in planning curriculum revisions and certification requirements for the future.

APPENDIX A

Checklist and Interview Schedule Used to Identify School Libraries Functioning as Instructional Materials Centers

____
Name of person filling in schedule

Date: ______________________________

THE IDENTIFICATION AND ROLE OF SCHOOL LIBRARIES WHICH FUNCTION AS INSTRUCTIONAL MATERIALS CENTERS, WITH IMPLICATIONS FOR TRAINING

AASL-USOE Status Study

Alice Lohrer, Director
Graduate School of Library Science
University of Illinois

Information Schedule

1. To be used by the Director during visits to schools.
2. To be used by state, city, town, or county supervisor for schools not visited by Director.
3. To be completed by the school librarian in charge of Instructional Materials Center visited by 1, or 2.
4. To be returned when completed to:

Miss Alice Lohrer, Director
AASL-USOE Status Study
Graduate School of Library Science
University of Illinois
Urbana, Illinois

INSTRUCTIONAL MATERIALS CENTER

Library and Audio-Visual

_______________ State

I. Background Information (Use separate sheet for each center visited)

A. Name of Materials Center _______________

B. Address of Materials Center _______________
(Street and Number)

_______________ (City) _______________ (State)

C. Name of School District _______________

D. Type of Instructional Materials Center:

1. I.M.C. Servicing One School__________ Enrollment__________

Elementary School (grades included) __________
Junior High School (grades included __________
Senior High School (grades included) __________

2. I.M.C. Servicing Other Than Its Own School_____ How Many?__________

Elementary Schools.....................How Many?__________
Junior High Schools....................How Many?__________
Senior High Schools....................How Many?__________

3. I.M.C. of School Serves as Liason With District I.M.C.__________

District I.M.C. Serves How Many Schools in System?__________
Elementary Schools.....................How Many?__________
Junior High Schools....................How Many?__________
Senior High Schools....................How Many?__________

Name of Person in Charge of District I.M.C.__________

_______________ (Title)

4. Instructional Materials Services in the school provided cooperatively by the school library and the Audio-visual Department. __________

Elementary School (grades included) __________
Junior High School (grades included) __________
Senior High School (grades included) __________

Name of Person in Charge School Library __________

_______________ (Title)

Name of Person in Charge of Audio-visual Department __________

_______________ (Title)

Background Information (Cont'd)

B. Staff:

1. Name of Person in Charge of I.M.C. ______________________________

____
(Title)

2. Number of Additional Profession Staff Members ____________

Number Sharing Library and A-V Responsibility for Service ____________

Number Responsible for Library Service Only ____________

Number Responsible for A-V Service Only ____________

Number Responsible for Technical Processing Only ____________

Others ____________

____

____

3. Number of Clerical Staff Members ____________

Number of Working With Both Library and A-V Materials ____________

Number Working With Library Materials Only ____________

Number Working With A-V Materials Only ____________

Number Working With The Technical Processing of Materials ____________

Others ____________

____

____

II. Instructional Materials Staff (Library and Audio-Visual)

A. Chart

Fill in the requested information.
Record the date these figures represent ______________________________

Staff Positions			Number and Type of Salaried Staff Members at the Materials Center		
			(1) Working With Printed Materials and Related Activities	(2) Working With A-V Materials and Related Materials	(3) Both
Full-time Librarians	1				
Full-time Audio-Visual Specialists	2				
Full-time Clerical or Secretarial Workers (Other than paid student assistant)	3				
Part-time Librarians (i.e. itinerant librarians, part-time etc.)	4	1/4 time			
	5	1/2 time			
	6	3/4 time			
Part-time Audio-Visual Specialists (i.e. itinerant A-V person, part-time etc.)	7	1/4 time			
	8	1/2 time			
	9	3/4 time			
Part-time Clerical or Secretarial Workers (Other than paid student assistant)	10	1/4 time			
	11	1/2 time			
	12	3/4 time			
Teacher-Librarians	13	1/4 time			
	14	1/2 time			
	15	3/4 time			
Teacher Audio-Visual Specialists	16	1/4 time			
	17	1/2 time			
	18	3/4 time			
Student Assistants	19				
Other (specify)	20				
	21				

B. Size of Staff

Fill in requested numerical data and evaluation.
Record here the date that these figures represent ____________________

	A L A Recommendations	Present Staff Size	* Evaluation in relation to standards								
			How Satisfactory					Importance			
			1	2	3	4	5	1	2	3	4
			Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
1	Enrollment up to 900; for each 300 students 1 librarian										
2	Enrollment 900 plus; for each 400 students 1 librarian										
3	Enrollment 200; 1 half-time clerk										
4	Each 600 students; 1 clerk										

* In the Evaluation columns write in the appropriate number (1-5) for How satisfactory and (1-4) for Importance.

C. Training and Experience of the Professional Staff:

For each member of the professional staff note the following:
The head librarian to check column (1), assistants column (2), (3), etc.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Position (Title of each staff member)	College or University Degrees		Date (s) Obtained		Where Obtained		Check Certificates Held			Number of Semester or Quarter Hours		Number of Years Experience				Number of Years in Present Mat. Center
		Undergrad (List Major)	Graduate (List Major)	Undergrad	Graduate	Undergrad	Graduate	Teaching	Library	A-V	Library Science	A-V Courses	Teaching	Library	A-V	combination (indicate)	
1.											Q S	Q S					
2.											Q S	Q S					
3.											Q S	Q S					
4.											Q S	Q S					
5.											Q S	Q S					

D. Professional Preparation

1. Education

Chart: To be checked by each professional staff member.

	Courses	Courses taken						(4) Courses which should have been taken		(5) Courses not offere but recommended fo IMC personnel	
		(1) Most useful		(2) Some value		(3) No value					
		Undergraduate level	Graduate level	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
1	Educational psychology										
2	Philosophy of education										
3	Social foundations of education										
4	History of education										
5	Comparative education										
6	Child development										
7	Adolescent development										
8	Methods of teaching reading										
9	Remedial reading										
10	Tests and measurement										
11	Curriculum development and planning										
12	Guidance and counselling										
13	Educational methods courses										
14	Practice teaching: Subject area fields										
15	Practice teach; school library										
16	Special education (Hard of hearing) Exceptional										
17	Audio-visual methods										
18	Psychology of learning										
19	Adolescent psychology										
20	Child psychology										
21	Statistical Methods										

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D. Professional Preparation

1. Education

Chart: To be checked by each professional staff member.

	Courses	Courses taken						(4) Courses which should have been taken		(5) Courses not offere but recommended fo IMC personnel	
		(1) Most useful		(2) Some value		(3) No value					
		Undergraduate level	Graduate level	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
22	Elementary school curriculum										
23	Secondary school curriculum										
24	Others (list)										
25											
26											
27											

2. Library Science

Chart: To be checked by each professional staff member.

	Courses	Courses taken						(4) Courses which should have been taken		(5) Courses not offered but recommended for IMC personnel	
		(1) Most useful		(2) Some value		(3) No value					
		Undergraduate level	Graduate level	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
1	General library administration										
2	Reference materials and services										
3	Cataloging and classification										
4	Selection and use of adult materials										
5	Literature of the sciences										
6	Literature of humanities										
7	Literature of the social sciences										
8	Selection of materials, for teachers										
9	Selection and use of printed materials for children										
10	Selection and use of audio-visual materials for children										
11	Selection and use of printed materials for young adults										
12	Selection and use of Audio-visual materials for young adults										
13	Library in society										
14	Library services to children										
15	Library services to young adults										
16	School Library administration and organization										
17	Administration of instructional materials center										
18	Communication roles and responsibilities of libraries										
	Adult education										
20	History of books and printing										
21	History of libraries										
22	Physical problems of libraries										
23	Larger units of library organization										

Library Science (cont.)

Chart: To be checked by each professional staff member.

	Courses	Courses taken					(4) Courses which should have been taken		(5) Courses not offered but recommended for IMC personnel	
		(1) Most useful	(2) Some value		(3) No value					
		Undergraduate level	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
24	Library automation									
25	Research methods									
26	Documentation									
27	Story telling									
28	History of children's literature									
29	Government documents									
30	Audio-visual services and equipment									
31	Research studies in reading									
32	Function of the library in the school									
33	Adult education									
34	Library resources									
35	Internship in the school library (credit course)									
36	Practice work or field work (required but non-credit)									
37	Others (list)									
38										
39										
40										

3. Audio-Visual

Chart: To be checked by each professional staff member

	Courses	Courses taken						(4) Courses which should have been taken		(5) Courses not offered but recommehded for IMC personnel	
		(1) Most useful		(2) Some value		(3) No value					
		Undergraduate level	Graduate level	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
1	History of audio-visual education										
2	Utilization of audio-visual resources										
3	Selection of audio-visual materials										
4	Administration of an instructional materials center										
5	Selection of audio-visual equipment										
6	Programming										
7	Production of teaching materials										
8	Photography										
9	Radio production										
10	Television production										
11	Mass Communications										
12	Exhibit and display techniques										
13	The instructional motion picture										
14	Planning and equipping instructional areas										
15	Processing of materials										
16	Operation, maintenance and care of equipment										
17	Others (list)										
18											
19											
20											

B. Competencies of Instructional Materials Personnel

Chart: Check the information requested for chart.

In the Evaluation columns write in the appropriate number (1-5) for How Good, and (1-4) for Importance.

	Competencies needed	Where secured?										Evaluation								
		General preparation	Professional preparation			Experience					How good?					Importance?			
											1	2	3	4	5	1	2	3	4
			Education courses	Library School	Audio-visual courses	Teaching	Library	Audio-visual center	Professional Activities	Reading	Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
1	Have a broad Liberal Arts background																		
2	General background in science																		
3	Education courses required for teacher certification																		
4	Successful teaching experience																		
5	Leadership skills																		
6	Organization skills																		
7	Background in personnel work																		
8	Knowledge of children's growth, development and learning processes																		
9	Understanding of students' needs, interests & abilities																		
10	Awareness of the basic content of subject matter areas																		
11	Awareness of educational trends and research																		
12	Knowledge of curriculum practices																		
13	Knowledge of latest teaching techniques																		
14	Understanding of the community and its importance to the school curriculum																		
15	Knowledge and understanding of how to utilize local resources																		

B. Competencies of Instructional Materials Personnel

Chart: Check the information requested for chart.

In the Evaluation columns write in the appropriate number (1-5) for How Good, and (1-4) for Importance.

	Competencies needed	Where secured?									Evaluation								
		General Preparation	Professional preparation			Experience					How good?					Importance			
											1	2	3	4	5	1	2	3	4
			Education courses	Library School	Audio-visual courses	Teaching	Library	Audio-visual center	Professional Activities	Reading	Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
16	Knowledge of the administration of the instructional materials program																		
17	Knowledge of the selection and securing of printed materials related to student needs																		
18	Knowledge of the selection and securing of printed materials related to teacher needs																		
19	Knowledge of the selection and securing of audio-visual materials related to student needs																		
20	Knowledge of the selection and securing of audio-visual materials related to teacher needs																		
21	Knowledge of audio-visual equipment; its selection, maintenance, and operation																		
22	Knowledge of the organization of instructional materials: cataloging, classification, processing, etc. (Print)																		
	(A-v)																		
	Knowledge of the integrated use of various types of instructional materials																		

Competencies of Instructional Materials Personnel

Chart: Check the information requested for chart.

In the Evaluation columns write in the appropriate number (1-5) for How Good, and (1-4) for Importance.

		Where secured?									Evaluation								
		General Preparation	Professional preparation			Experience					How good?					Importance?			
											1	2	3	4	5	1	2	3	4
	Competencies needed		Education courses	Library School	Audio-visual courses	Teaching	Library	Audio-visual center	Professional Activities	Reading	Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
24	Knowledge of how to teach the use of reference tools																		
25	Knowledge of how to teach the use of library resources																		
26	Knowledge of the production of instructional materials																		
27	Knowledge of skill in exhibit & display techniques																		
28	Knowledge of students reading difficulties																		
29	Planning new quarters remodeling existing ones																		
30	In-service training orientation of faculty to facilities & service																		
31	Knowledge of the functions of the public library as a foundation for cooperative endeavors.																		
32	Knowledge of publicity techniques																		
33	Knowledge of story telling techniques																		
34	Knowledge of reviewing and book talk techniques																		

B. Competencies of Instructional Materials Personnel (cont.)

Chart: Check the information requested for chart.

In the Evaluation columns write in the appropriate number (1-5) for How Good, and (1-4) for Importance.

	Competencies needed	Where secured?									Evaluation								
		General Preparation	Professional preparation			Experience					How good?					Importance?			
			Education courses	School Library courses	Audio-visual courses	Teaching	Library	Audio-visual center	Professional Activities	Reading	1 Excellent	2 Good	3 Fair	4 Poor	5 Not at all	1 Utmost	2 Considerable	3 Some	4 None
35	Knowledge of techniques for evaluating library programs and services																		
36	Knowledge of bibliographic sources of materials																		
37	Knowledge of objectives of the school program																		
38	Successful internship in a school library or IMC																		
39	Knowledge of research techniques and methods																		
40	Knowledge of guidance and counselling techniques																		
41	Knowledge of group dynamics																		
42	Awareness of professional responsibilities and obligations																		
43	Understanding of student behavioral patterns and discipline techniques																		
44	Knowledge of business techniques and record keeping																		
45	Others (list)																		
46																			
48																			

III. Instructional Materials

A. Printed materials

1. Books

Chart: Fill in requested numerical data and evaluation.
Base these figures on inventory figures for the spring of 1961 or more recent figures.
Record here the date that these figures represent____________________

In the Evaluation columns write in the appropriate number (1-5) for How Good, and (1-4) for Importance.

	Classifications	Number of different titles	Number of volumes	Evaluation in relation to school needs								
				How good?					Importance?			
				1	2	3	4	5	1	2	3	4
				Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
1	Reference books											
2	000-999											
3	Biography											
4	Easy reading and picture books											
5	Fiction											
6	Story Collection											
7	Total											

Check any of the following statements that apply:

The number of books is:
______1) not quite enough, but all that can be taken care of without additional staff.
______2) not quite enough, but all that can be taken care of without additional space.
______3) much less than needed, but all that can be taken care of without additional staff.
______4) much less than needed, but all that can be taken care of without additional space.

2. Standards - books

Chart: Fill in requested data and evaluation.

In the Evaluation columns write in the appropriate number (1-5) for How Satisfactory, and (1-4) for Importance.

ALA recommendations	Present holdings	Evaluation in relation to Standards									
		How Satisfactory						Importance			
		1 Excellent	2 Good	3 Fair	4 Poor	5 Not at all		1 Utmost	2 Considerable	3 Some	4 None
a. 200-999 students... 6,000-10,000 books											
b. 1000 or more students... 10 books per student											

3. Periodicals and Newspapers

Chart: Fill in requested data and evaluation.

In the Evaluation columns write in the appropriate number (1-5) for How Satisfactory, and (1-4) for Importance.

ALA recommendations	Present holdings	Evaluation in relation to Standards									
		How satisfactory						Importance			
		1 Excellent	2 Good	3 Fair	4 Poor	5 Not at all		1 Utmost	2 Considerable	3 Some	4 None
a. Schools having Grades K-6 25 titles											
B. Schools having Grades K-8 50 titles											
c. Junior high schools 70 titles											
. High schools 120 titles											
e. 3-6 newspaper titles minimum											

4. **Vertical File Materials - Pamphlets, Pictures, Clippings, Charts, Human Resources, Files, etc.**

Chart: Fill in requested data and evaluation.

In the Evaluation columns write in the appropriate number (1-5) for How Satisfactory, and (1-4) for Importance.

	Type of material	Present holdings: Number of file drawers, boxes, etc. (Describe)			Evaluation in relation to school needs								
					How satisfactory					Importance			
		Number in school library collection	Number in other collections in school	Number borrowed from school system central depository	1 Excellent	2 Good	3 Fair	4 Poor	5 Not at all	1 Utmost	2 Considerable	3 Some	4 None
1	Pamphlets												
2	Maps (flat type)												
3	Clippings												
4	Charts												
5	Human resources file												
6	Picture collection												
7	Framed pictures												
8	Local resources information												
9	College catalogs												
10	Vocational materials												
11	Others (list)												
12													
13													
14													

5. Check the sources of information aviailable which may be used on field trips or at school.

______ 1) Study trips to museums, dairy plants, fire stations, etc.
______ 2) Resource people
______ 3) Surveys
______ 4) School camping
______ 5) Work experience
______ 6) Community projects
______ 7) Others (list)

B . Audio-visual Materials

Chart: Fill in requested numerical data and evaluation.
Base these figures on inventory figures for the spring of 1961 or mor recent figures.
Record here the date that these figures represent ______________________________

In the Evaluation columns write in the appropriate number (1-5) for How Satisfactory, and (1-4) for Importance.

	Types of material	Number (titles) in school library collection	Number in other collections in school	Number borrowed from school system central depository	Number rented or borrowed from outside sources during last academic year	Evaluation in relation to school needs								
						How satisfactory					Importance			
						1 Excellent	2 Good	3 Fair	4 Poor	5 Not at all	1 Utmost	2 Considerable	3 Some	4 None
1	16mm Film													
2	8mm Film													
3	Filmstrip (35mm)													
4	Slides (2x2)													
5	Slides (3½x4)													
6	Microslides													
7	Study print sets (Art reproductions)													
8	Tape recordings													
9	Disc recordings													
10	Transparencies for overhead projector													
11	Kinescopes (16mm)													
12	Microcards													
13	Microfilms													
	Stereographs													
15	Framed pictures													
16	Posters													
17	Charts													
18	Diagrams													

B Audio-visual Materials (Con't)

Chart: Fill in requested numerical data and evaluation.
Base these figures on inventory figures for the spring of 1961 or more recent figures.
Record here the date that these figures represent ______________________

In the Evaluation columns write in the appropriate number (1-5) for How Satisfactory, and (1-4) for Importance.

	Types of material	Number (titles) in school library collection	Number in other collections in school	Number borrowed from school system central depository	Number rented or borrowed from outside sources during last academic year	Evaluation in relation to school needs								
						How satisfactory					Importance			
						1 Excellent	2 Good	3 Fair	4 Poor	5 Not at all	1 Utmost	2 Considerable	3 Some	4 None
19	Maps (Wall type)													
20	Globes													
21	Felt and Flannel Cut-outs													
22	Museum objects													
23	Models													
24	Dioramas													
25	Educational toys and games													
26	Letter sets													
27	Three dimensional effects													
28	Realia (living, nonliving specimens													
29	Resource kits (locally prepared)													
30	Program materials for teaching machines													
31	Materials for creating displays													
32	Mock-ups and cutaways.													
33	Others (list)													
34														
35														

C. Professional Materials

Chart: Fill in requested numerical data and evaluation.
Base these figures on inventory figures for the spring of 1961 or more recent figures.
Record here the date that these figures represent ____________________

In the Evaluation colums write in the appropriate number (1-5) for How satisfactory, and (1-4) for Importance.

	Types of materials	Number (titles) in school library collection	Number borrowed from school system's professional collection	Number borrowed from outside sources during last academic year	Evaluation in relation to teacher needs								
					How satisfactory					Importance			
					1	2	3	4	5	1	2	3	4
					Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
1	Professional books												
2	Professional magazines												
3	Pamphlets												
4	Published curriculum guides												
5	Published courses of study												
6	Published resource units												
7	Sample textbook collection												
8	Published research studies												
9	Bibliographies												
10	Catalogs of equipment materials, supplies												
11	Publishers' catalogs												
12	School building and, floor plans												
13	Library professional tools												
14	Professional films for teachers												
15	Professional filmstrips for teachers												
16	Educational professional tools												
17	Locally produced resource units												
	Locally prepared courses of study												
19	Sample tests												
20	Others(list)												
21													
22													

D. Textbook and supplementary collections for classroom use

Check the following chart:

		(1) Free basic text books	(2) Rental books	Multiple copies for classroom use						
				(3) Supplementary texts	(4) Paper backs	(5) Dictionaries	(6) Encyclopedia sets	(7) Reference books	(8) A-V materials	(9) Others (describe)
1.	Administered by librarian									
2	Administered separately by clerical staff									
3	Housed in IMC									
4	Housed in other location (describe)									
5	Budgeted as part of IMC									
6	Budgeted as departmental, encyclopedias, etc. (describe)									
7	Budgeted as part of text book budget									
8	Cataloged and processed by IMC									
9	Care and binding by IMC									
10	By whom selected? (describe)									

B. Bibliographic tools used in the selection of materials for the instructional materials center

Check the following chart:

	Basic tools	(1) Located in school library	(2) Located in some other area in school (describe)	(3) Available from district IMC	(4) Checked regularly by staff	(5)	(6)
					Library	Teaching	A-V
1	Children's Catalog						
2	Standard Catalog for High School Libraries						
3	Basic book collection for elementary grades						
4	Basic book collection for junior high schools						
5	Basic book collection for high schools						
6	Bulletin of the Center for Children's Books						
7	Strang: Gateways to readable books						
8	Special bibliographies						
9	Heaton: Reading ladders for human relations						
10	Educational film guide						

B. Bibliographic tools used in the selection of materials for the instructional materials center

Check the following chart

Basic tools		(1) Located in school library	(2) Located in some other area in school (describe)	(3) Available from distrct IMC	(4) Checked regularly by staff	(5)	(6)
					Library	Teaching	A-V
11	Filmstrip guide						
12	Booklist and subscription books bulletin						
13	Paperbound books in print						
14	Textbooks in print						
15	Educator's guide to free curriculum materials						
16	Educator's guide to free films						
17	Educator's guide to free filmstrips						
18	Educator's guide to free tapes, scripts, and transcriptions						
19	Rufsvold: Guides to newer educational media; films, filmstrips, phonorecords, radio, slides, television						
20	Others (list)						
21							
22							

F. Bibliographic services provided by the Instructional Materials Center

Check the following chart for types of resources included in the catalog(s):

		(1) Library books	(2) Periodicals and newspapers	(3) Vertical file materials	(4) Texts-free & rental	(5) Classroom collections	(6) Professional materials	(7) Community resources	(8) A-V material
1	Dictionary card catalog								
2	Union shelf list (print, A-V classroom, etc)								
3	Author catalog								
4	Title catalog								
5	Subject catalog								
6	A-V card catalog								
7	A-V printed catalog								
8	Others (describe)								
9									
10									

G. Purchasing and processing services provided by/for the Instructional Materials Center

Check the following chart:

Services provided	(1) Elementary school		(2) Junior high school		(3) High School		(4) District materials center		(5) Professional collection		(6) Others (describe	
	Printed materials	Audio-visual materials	Printed materials	Audio-visual materials	Printed materials	Audio-visual materials	Printed materials	Audio-visual materials	Printed materials	Audio-visual materials	Printed materials	visual Materials
1 Centralized purchasing by DIMC*												
2 Centralized processing by DIMC**												
3 Centralized cataloging by DIMC												
4 Printed cards (Wilson)												
5 Printed cards (LC)												
6 Printed cards (BroDart)												
7 Locally duplicated cards												
8 Printed cards (others, describe)												
9 Original classification using full Dewey												
10 Abridged Dewey												
11 Local modification of Dewey												
12 Classification taken from selection aids: ALA Booklist, PW, SC, CC, etc.												
13 Other (describe)												
14												
15												

* District Instructional Materials Center

** Preparing materials for shelves: opening books, marking, pocketing, etc.

H. Special handling for audio-visual materials

Check the following chart:

		(1) Films	(2) Film-strips	(3) Discs	(4) Tapes	(5) Slides	(6) Maps	(7) Realia	(8) Pictures	(9) Others (describe)
1	Accession number for location code									
2	Manufacturer's serial number for location code									
3	Specially prepared location scheme (describe)									
4	Others (describe)									
5										
6										
7										

IV Furnishings and Fixed Equipment

Chart: Fill in requested data where it is applicable.
Record here the date that these figures represent ____________________

In the Evaluation columns write in the appropriate number (1-5) for Adequacy, and (1-4) for Importance.

	Types of furnishings and equipment	Number in library	Number in other location in school	Number available in or from District Materials Center	Evaluation in relation to needs of school								
					Adequacy					Importance			
					1	2	3	4	5	1	2	3	4
					Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
1	Sections of adjustable shelving for general books (standard dimensions)												
2	Shelves for picture books (includes dividers)												
3	Shelves for magazines												
4	Tack or peg board areas												
5	Vertical files (legal size) for pamphlets												
6	Tables of suitable heights												
7	Chairs of suitable heights												
8	Circulation desk(s)												
9	Card catalog cases for integrated materials												
10	Desks for the librarian or assistants in the library												
11	One or more book trucks for instructional equipment												
12	Dictionary and atlas stands												
13	Typewriters												
14	Work counters												
15	Sink, running water												
16	Electrical outlets												
17	Intercom-PA system												
18	Layout tables												
19	Portable tables for transporting equipment												
20	Drawers for transparencies												
21	Language laboratory												
22	Listening posts												
3	Portable and wall projection screen(s)												
24	Radio (AM & FM)												
25	Head phones for listening to recordings												
26	Record player(s) (3 speed and transcription)												

IV. Furnishing and Fixed Equipment - Chart (Con't)

Types of furnishings and equipment		Number in library	Number in other location in school	Number available in or from District Materials Center	Evaluation in relation to needs of school								
					Adequacy					Importance			
					1 Excellent	2 Good	3 Fair	4 Poor	5 Not at all	1 Utmost	2 Considerable	3 Some	4 None
27	Record player(s) (Hi Fidelity System)												
28	Telephone(s)												
29	16mm sound projector(s)												
30	8mm sound projector(s)												
31	Projection stand(s)												
32	Filmstrip previewer(s)												
33	Filmstrip 2x2 projector(s)												
34	Filmstrip and 3½x4 slide projector(s)												
35	Standard slide projector												
36	Overhead projector(s)												
37	Opaque projector(s)												
38	Tape recorder(s) (Dual speed, dual track)												
39	Television set(s) and receiver(s)												
40	Teaching machines												
41	Flannel board(s)												
42	Magnetic board(s)												
43	Electric board(s)												
44	Readers for microcards and microfilm												
45	Microprojector(s)												
46	Dry mounting press, tacking iron												
47	Laminating equipment												
48	Duplicating machines (mimeograph, multilith)												
49	Copying machines												
50	Camera(s)												
51	Tachistoscope(s) and projected reading control devices												
52	Cabinets for 2x2, 3½x4 slides												
53	Cabinets for filmstrips												
54	Shelving, with dividers for recordings												
55	Shallow drawers with slots for flat pictures, maps, and posters												
56	Lockers												
57	Stools (sitting and step)												
[illegible]	Cabinets for realia												
59	Racks for storage or materials (Maps, screens)												
60	Display cases												
61	Electrical extension equipment												

IV. Furnishing and Fixed Equipment - Chart (Con't)

	Types of furnishings and equipment	Number in library	Number in other location in school	Number available in or from District Materials Center	Evaluation in relation to needs of school								
					Adequacy					Importance			
					1	2	3	4	5	1	2	3	4
					Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
62	Map cases												
63	Blue print cases												
64	Vertical file (jumbo size) for pictures												
65	Microphones with stand												
66	Electric stylus or pencil												
67	Electric eraser												
68	Paper cutter for IMC use												
69	Magazine storage area												
70	Portable storage dabinet for projectors, etc.												
71	Light control classroom												
72	Science demonstration carts												
73	Chalkboards												
74	Others (list)												
75													
76													

V. Quarters for the Instructional Materials Center

Chart: Fill in requested numerical data and evaluation.
Record here the date that these figures represent________________________

In the Evaluation columns write in the appropriate number (1-5) for How Adequate and (1-4) for Importance.

	ALA recommendations	Areas or rooms		Seating capacity	Evaluation in relation standards								
					How adequate					Importance			
					1	2	3	4	5	1	2	3	4
		Number	Square feet		Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
1	Reading room(s): Capacity: 200-550 students 45-55 students												
2	550 students...10% of enrollment Maximum seating 80-100 students in one room Location: Centrally located for student and teacher use Easily accessible, quiet area												
3	Listening room(s) - sound proof												
4	Preview and video lab												
5	Conference room(s)(with movable partitions)												
6	Study cubicle(s)												
7	Library classroom(s)												
8	Office area(s): Adminstrative and clerical												
9	Workroom(s)												
10	Speech, drama, production studio												
11	Dark room(s)												
12	Materials production area												
13	TV studio and broadcasting area												
14	Outdoor reading space adjacent to IMC												
15	Storage areas												
16	Microfilm reader space												
17	Maintenance and service areas												
18	Periodical storage area												
19	Language laboratory												
20	Faculty professional library												
21	Listening stations												
22	Dumb-waiters, elevator												
23	Circulation area												
24	Lounge and display area												
25	Kitchen facilities												
26	Rest rooms												
27	Others (list)												
28													
9													
30													

VI. Budget

A. Financial provisions for Materials

Chart: Fill in requested numerical data and evaluation
Record here the date that these figures represent______________________

In the Evaluation columns write in the appropriate number (1-5) for Adequacy and (1-4) for Importance.

	ALA Recommendations		Budget provided in school	Evaluation in relation to standards								
				How adequate for school needs					Importance			
				1	2	3	4	5	1	2	3	4
				Excellent	Good	Fair	Poor	Not at all	Utmost	Considerable	Some	None
	Books:											
1	200-249 pupils	$1,000-$1,500										
2	250 + pupils	$4-$6 per pupil										
3	Audio-visual materials	Not less than 1% of total per pupil instructional cost; $2-$6										
4	Encyclopedias	Additional funds as required										
5	Unabridged dictionaries	"										
6	Magazines	"										
7	Newspapers	"										
8	Pamphlets	"										
9	Professional collection	$200-$800 minimum										
10	Supplies	Additional funds										
11	Equipment	Additional funds										
12	A-V equipment	Additional funds										
13	Rental of AV materials	Additional funds										
14	Care and repair of equipment and materials	Additional funds										
15	Institutional membership in professional organizations	Additional funds										
16	Professional travel	Additional funds										
17	A-V supplies for the production of materials	Additional funds										
18	Rebinding of printed materials	Additional funds										
[illegible]	Supplementary texts	Additional funds										
20	Classroom reference materials	Additional funds										
21	Others(list)	Additional funds										
22												
23												

APPENDIX B

Itinerary from 1961-1963 of Instructional Materials Centers Visited for the U.S.O.E. Status Study Plus the Media Workshop and the American Library Association Conference in St. Louis, June 1964

ITINERARY from 1961-1963 of Instructional Materials Centers Visited for the U.S.O.E. Status Study

November 27, 1961 - Chicago, Illinois

- School Libraries Visited:
  - University of Chicago Library School
  - Chicago Laboratory School
  - Chicago Board of Education

November 28, 1961 - Evanston, Illinois

- Visited:
  - Evanston Instructional Materials Center

Glen Ellyn, Illinois

- Visited:
  - Glen Ellyn Instructional Materials Center

January 18-20, 1962 - Indianapolis, Indiana (area)

- School Libraries Visited:
  - North Central High School
  - Westlane Junior High School

Lawrence Township

- School Libraries Visited:
  - Brook Park Elementary School
  - Harrison Hill Elementary School
  - Indian Creek Elementary School
  - Lawrence Elementary School
  - Lawrence-Central Junior High School

Oaklandon, Indiana

- School Library Visited:
  - Oaklandon Elementary School

February 10, 1962 - Flew from Chicago to Miami, Florida

February 12-13, 1962 - Miami, Florida

- Visited:
  - Dade County Instructional Materials Center and Supervisor of Library Service
- School Libraries Visited:
  - 3 - Elementary Schools
  - 2 - Junior High Schools
  - 1 - Senior High School

University of Miami - Library School

February 14, 1962 - Fort Lauderdale, Florida
Broward County Instructional Materials Center and Supervisor of Instructional Materials

School Libraries Visited:
- 1 - Elementary School
- 1 - Junior High School
- 2 - Senior High Schools

February 15, 1962 - Delray Beach, Florida
A.M. - School Library Visited:
- 1 - Senior High School

P.M. - Drove to Lake Worth, Florida
School Library Visited:
- 1 - Junior High School

February 16, 1962 - Titusville, Florida
A.M. - Brevard County Instructional Materials Center and Assistant Director of Instructional Materials

P.M. - Melbourne, Florida
School Library Visited:
- 1 - Senior High School

February 17, 1962 - Cocoa, Florida
School Libraries Visited:
- 1 - Elementary School
- 1 - Junior High School
- 1 - Senior High School

Cocoa Beach, Florida - Cape Canaveral (Cape Kennedy)

February 18, 1962 - Clearwater, Florida
Pinellas County Instructional Materials Center and Supervisor

February 19, 1962 - Sarasota, Florida
Sarasota County Instructional Materials Center and Supervisor
School Library Visited:
- 1 - Junior High School

February 20, 1962 - Gainesville, Florida
School Libraries Visited:
- 1 - Laboratory School (grades K-12)

University of Florida - Library School

February 21, 1962 - Lake City, Florida
School Library Visited:
- 1 - Senior High School

February 22-23, 1962 - Tallahassee, Florida
Florida State Department and Consultant on Instructional Materials
Leon County Instructional Materials Center and Director
School Libraries Visited:
1 - Elementary School
1 - Junior High School
1 - Senior High School

February 24, 1962 - Panama City, Florida
Bay County Instructional Materials Center
School Library Visited:
1 - Junior High School

February 26, 1962 - Pensacola, Florida
Escambia County Instructional Materials Center
School Library Visited:
1 - Senior High School

February 27, 1962 - Tallahassee, Florida
Florida State University - Library School

February 28, 1962 - Atlanta, Georgia - Flew from Tallahassee
Georgia State Department and State Library Supervisor
School Libraries Visited:
1 - Elementary School
1 - Senior High School

March 1, 1962 - Atlanta, Georgia
Fulton County Instructional Materials Center
Atlanta University - Library School
Emory University - Library School

March 2, 1962 - Flew from Atlanta to Chicago, Illinois

March 14, 1962 - Flew from Chicago to Wilmington, Delaware
March 15, 1962
School Library Visited: Supervisor
1 - Senior High School

Dover, Delaware
State Department - Director of Research and Publications

Rehoboth Beach, Delaware
School Library Visited:
1 - Senior High School

March 16-17, 1962 - Baltimore, Maryland
Baltimore Public School Instructional Materials Center
Maryland State Department - State Library Supervisor
Wheaton, Maryland - 1 - Senior High School
Kensington, Maryland - 1 - Elementary School
Chevy Chase, Maryland - 1 - Junior High School

March 18, 1962 - Frederick, Maryland
Frederick County Instructional Materials Center - County Library Supervisor
School Libraries Visited:
1 - Elementary School
1 - Junior High School

March 20, 1962 - Rockville, Maryland
Montgomery County Instructional Materials Center

Washington, D. C.
Catholic University - Library School

March 21, 1962 - Prince George County, Maryland
Prince George County Instructional Materials Center

March 22, 1962 - Arlington, Virginia
Arlington County Instructional Materials Center

School Libraries Visited:
1 - Elementary School
2 - Senior High Schools

March 23, 1962 - Richmond, Virginia
Virginia State Department - State Library Supervisor
Richmond Instructional Materials Center
School Library Visited:
1 - Senior High School

March 24, 1962
Attended School Library Association meeting

March 26, 1962 - Norfolk, Virginia
Norfolk Instructional Materials Center

School Libraries Visited:
2 - Elementary Schools
1 - Junior High School

Portsmouth, Virginia
Portsmouth Instructional Materials Center

March 27, 1962 - Raleigh, North Carolina
North Carolina State Department of Public Instruction
Raleigh Public School Instructional Materials Center
School Libraries Visited:
1 - Elementary School
1 - Junior High School
1 - Senior High School

March 28, 1962 - Columbia, South Carolina
South Carolina State Department of Public Instruction
State School and Audio-Visual Supervisors
School Library Visited:
1 - Junior High School

March 29, 1962 - Knoxville, Tennessee
Knoxville Schools Instructional Materials Center
School Library Visited
1 - Elementary School
University of Tennessee - Library School

March 30, 1962 - Nashville, Tennessee
  State Department of Education - State Supervisor of Libraries and Instructional Materials
  Davidson County Instructional Materials Center
  Nashville Public School Instructional Materials Center
  School Libraries Visited:
    3 - Elementary Schools
    2 - Senior High Schools
  George Peabody College - Library School

March 31, 1962 - Murfreesboro, Tennessee
  Instructional Materials Center
  Middle Tennessee State College - Library School

April 2-3, 1962 - Chattanooga, Tennessee
  Chattanooga County Instructional Materials Center
  School Libraries Visited:
    1 - Junior High School
    2 - Senior High Schools

April 4, 1962 - Frankfort, Kentucky
  State Department of Education - State Supervisor of School Libraries

April 5, 1962 - Lexington, Kentucky
  University of Kentucky - Library School
  Could not visit Schools in State because all were closed for Spring vacation.

April 5, 1962 - Cincinnati, Ohio
  City Supervisor and Cincinnati Public Library

April 7, 1962 - Philadelphia, Pennsylvania
  School Libraries Visited
    1 - Junior-Senior High School

April 9, 1962 - Pittsburgh, Pennsylvania
  Pittsburgh Public Schools Instructional Materials Center
  School Library Visited:
    1 - Junior High School

April 10, 1962 - Harrisburgh, Pennsylvania
  State Department of Public Instruction

April 11-12, 1962 - New York City, New York
  New York City Educational Television Center and Instructional Materials Center
  School Libraries Visited:
    2 - Elementary Schools
    1 - Senior High School
    Lexington School for the Deaf

April 13, 1962 - Kutztown, Pennsylvania
School Library Association Meeting
Kutztown State College - Library School

April 16, 1962 - New York, New York
Columbia University - Library School

April 17, 1962 - Newark, New Jersey
Newark Public School Instructional Materials Center

Hanover, New Jersey
School Library Visited:
1 - Senior High School

Mahwah, New Jersey
School Library Visited:
1 - Junior-Senior High School

April 18, 1962 - New Brunswick, New Jersey
Rutgers University - Library School

April 19, 1962 - Garden City, New York
School Library Visited:
1 - Senior High School

April 20, 1962 - White Plains, New York
Audio-Visual Instructional Materials Center

School Library Visited:
1 - Senior High School

April 23, 1962 - Albany, New York
State Department of Public Instruction - State Library Supervisor

April 24, 1962 - Syrcuse, New York
Syracuse University - Library School

April 25-28, 1962 - Cleveland, Ohio
Western Reserve Meeting

Western Reserve University - Library School

April 30, 1962 - Montgomery, Alabama
State Department of Education - School Library Consultants and Educational Television

Bessemer, Alabama
School Library Visited:
1 - Senior High School

Birmingham, Alabama
School Library Visited:
1 - Senior High School

May 1, 1962 - Little Rock, Arkansas
Arkansas Library Commission
School Library Visited:
1 - Senior High School
Philander Smith College - Library School.

May 2, 1962 - Minden, Louisiana
Webster Parrish Instructional Materials Center
School Libraries Visited:
3 - Elementary Schools
2 - Senior High Schools

Mary 3, 1962 - Houston, Texas
Houston Public School Instructional Materials Center
School Libraries Visited:
1 - Elementary School
2 - Junior High Schools

Bellaire, Texas
School Library Visited:
1 - Senior High School

May 4, 1962 - Austin, Texas
Texas Education Agency - Library Services Consultant
School Library Visited:
1 - Elementary School
University of Texas - Library School

May 7, 1962 - Phoenix, Arizona
Phoenix Elementary School Instructional Materials Center
Osborn School District
Phoenix High School and College School System

May 8, 1962 - San Diego, California
San Diego City System Instructional Materials Center

La Mesa, California
Spring Valley District Instructional Materials Center

May 9, 1962 - Torrence, California
Torrence Unified School District Instructional Materials Center

Los Angeles, California
Los Angeles City System Instructional Materials Center
University of California at Los Angeles - Library School
University of Southern California - Library School

May 10, 1962 - Bakersfield, California
Kern County High School District - Instructional Materials Center and Junior College Library

Visalia, California
Tulare County School Library - District Instructional Materials Center

May 11, 1962 - Palo Alto, California
Palo Alto Unified School District Instructional Materials Center

Oakland, California
Oakland Public School System Instructional Materials Center
School Libraries Visited:
  1 - Elementary Schools
  1 - Senior High School

May 14, 1962 - Berkeley, California
University of California - Library School

May 15, 1962 - Sacramento, California
State Department of Education - State Consultants on School Library Education and Audio-Visual Education

May 16-17, 1962 - Washington, D. C. - (Conference)

May 18, 1962 - Hartford, Connecticut
State Department of Education - State School Library Consultant
Attended Connecticut School Lib. Association meeting

May 21, 1962 - Boston, Massachusetts
State Department of Education - Consultant on School and Public Libraries
Simmons College - Library School

Newton, Massachusetts
Instructional Materials Center
School Library Visited:
  1 - Senior High School

May 22, 1962 - Concord, New Hamphire
State Department of Education - Director of Secondary School Services

Laconia, New Hampshire
School Library Visited:
  1 - Senior High School

Manchester, New Hampshire
School Library Visited:
  1 - Senior High School

May 23, 1962 - La Grande, Oregon
Eastern Oregon College - Library School

May 24, 1962 - Salem, Oregon
- State Department of Education - Consultant on School Libraries
- School Libraries Visited:
  - 1 - Elementary School
  - 1 - Junior High School
  - 2 - Senior High Schools
- Audio-Visual and Curriculum Instructional Materials Center

May 25, 1962 - Portland, Oregon
- Portland Public School System Instructional Materials Center
- School Libraries Visited:
  - 1 - Elementary School
  - 2 - Senior High Schools

May 28, 1962 - Belevue, Washington
- Bellevue Public School Instructional Materials Center
- School Libraries Visited:
  - 1 - Senior High School

Edmonds, Washington
- Edmonds Instructional Materials Center
- School Libraries Visited:
  - 1 - Elementary School
  - 1 - Junior High School
  - 1 - Senior High School

May 29, 1962 - Seattle, Washington
- School Libraries Visited:
  - 2 - District Instructional Materials Centers
  - 2 - Senior High Schools
- University of Washington - Library School

May 30, 1962 - Memorial Day - Seattle World's Fair - Library 21

May 31, 1962 - Tacoma, Washington
- Tacoma Public Schools Instructional Materials Center
- School Libraries Visited:
  - 2 - Senior High Schools

Olympia, Washington
- State Department - State School Library Supervisor

June 1, 1962 - Denver, Colorado
- State Department of Public Instruction - State Library Supervisor
- University of Denver - Library School

June 4, 1962 - University of Illinois Campus, Champaign, Illinois

June 9-10, 1962 - American Library Association Conference, Miami, Florida

September 16 1962 - Flew from Chicago to Minneapolis, Minnesota

September 17, 1962 - Minneapolis, Minnesota
- State Department of Education - State Supervisor of School Libraries
- University of Minnesota - Library School

St. Paul, Minnesota
- School Libraries Visited:
  - 1 - Elementary School
  - 1 - Senior High School
  - 1 - District Instructional Materials Center

September 18, 1962 - Hastings, Minnesota
- School Libraries Visited:
  - 1 - Elementary School
  - 1 - Junior High School

Roseville, Minnesota
- School Libraries Visited:
  - 1 - Junior High School
  - 1 - Senior High School

White Bear Lake, Minnesota
- School Library Visited:
  - 1 - Junior High School

September 19, 1962 - Aikin, Minnesota
- School Library Visited:
  - 1 - Senior High School

Duluth, Minnesota
- District Instructional Materials Center

Proctor, Minnesota
- School Library Visited:
  - 1 - Senior High School

Hermantown, Minnesota
- District Instructional Materials Center
- School Library Visited:
  - 1 - Junior High School

September 20, 1962 - University of Illinois, Champaign, Illinois

September 24, 1962 - Gary, Indiana
- District Instructional Materials Center
- School Libraries Visited:
  - 1 - Elementary School
  - 1 - Senior High School

Lafayette, Indiana
- School Libraries Visited:
  - 1 - Junior High School
  - 1 - Senior High School

September 26, 1962 - Lebanon, Indiana
School Library Visited:
1 - Senior High School

Carmel, Indiana
School Library Visited:
1 - Senior High School

Indianapolis, Indiana
School Library Visited:
1 - Senior High School

Bloomington, Indiana
Indiana University - Library School

September 27, 1962 - Terre Haute, Indiana
School Libraries Visited:
2 Elementary Schools

September 30, 1962 - Leave Champaign, Illinois for Kalamazoo, Michigan

October 1, 1962 - Kalamazoo, Michigan
City Supervisor
School Library Visited:
1 - Senior High School
Western Michigan University - Library School

Holland, Michigan
School Library Visited:
1 - Senior High School

October 2, 1962 - Lansing, Michigan
State Department of Public Instruction
State Library Instructional Materials Center
Lansing Public School District Instructional Materials Center
School Libraries Visited:
1 - Elementary School
1 - Senior High School
Michigan State University - Materials Center

October 3, 1962 - Midland, Michigan
District Instructional Materials Center
School Libraries Visited:
1 - Elementary School
1 - Senior High School

October 3-4, 1962 - Ann Arbor, Michigan
Public Library - District Instructional Materials Center
School Libraries Visited:
1 - Elementary School
1 - Senior High School
University of Michigan - Library School

- October 4, 1962 - Upsilanti, Michigan
  - School Libraries Visited:
    - 1 - Elementary School
    - 1 - Senior High School
- October 5, 1962 - Birmingham, Michigan
  - School Library Visited:
    - 1 - Senior High School
  - Livonia, Michigan
    - School Library Visited:
      - 1 - Junior High School
  - Royal Oak, Michigan
    - School Library Visited:
      - 1 - Senior High School
- October 6, 1962 - University of Illinois Campus
- October 15, 1962 - Covington, Kentucky
  - District Instructional Materials Center
  - School Libraries Visited:
    - 2 - Elementary Schools
  - Erlanger, Kentucky
    - School Library Visited
      - 1 - Senior High School
- October 16, 1962 - Lexington, Kentucky
  - School Libraries Visited:
    - 2 - Senior High Schools
    - 1 - Junior High Schools
- October 17, 1962 - Lousiville, Kentucky
  - Jefferson County Instructional Materials Center
  - School Libraries Visited:
    - 2 - Elementary Schools
    - 1 - Senior High School
- October 28, 1962 - Leave Champaign, for Baton Rouge, Louisiana (by air)
- October 29, 1962 - Baton Rouge, Louisiana
  - State Department of Education -
  - East Baton Rouge Parish Instructional Materials Center
  - Louisiana State University - Library School
- October 30, 1962 - Lake Charles, Louisiana
  - School Libraries Visited:
    - 1 - Elementary School
    - 2 - Senior High Schools
  - McNeese State Teachers College - Library School

- October 31, 1962 - Monroe, Louisiana
  - District Instructional Materials Center
  - School Libraries Visited:
    - 2 - Elementary Schools
    - 2 - Senior High Schools
- West Monroe, Louisiana
  - School Libraries Visited:
    - 2 - Elementary Schools
    - 1 - Junior High School
- Sulfur, Louisiana
  - School Library Visited:
    - 1 - Elementary School
- November 1, 1962 - Returned to Champaign, Illinois
- December 2, 1962 - Flew from Chicago to Greensboro, North Carolina
- December 3, 1962 - Greensboro, North Carolina
  - District Instructional Materials Center
  - School Libraries Visited:
    - 3 - Elementary Schools
    - 1 - Junior High School
  - Women's College - Library School
- December 4, 1962 - Charlotte, North Carolina
  - Charlotte-Mechlenburg District Instructional Materials Center
  - School Libraries Visited:
    - 2 - Elementary Schools
    - 2 - Junior High Schools
    - 5 - Senior High Schools
- December 5-6, 1962 - Columbia, South Carolina
  - Gave two speeches at the State Department of Education Workshop
- December 7, 1962 - Columbia, South Carolina
  - School Libraries Visited:
    - 2 - Elementary Schools
    - 1 - Junior High School
    - 1 - Senior High School
- January 12, 1963 - Flew from Chicago to Pittsburgh, Pennsylvania
- January 14, 1963 - Pittsburgh, Pennsylvania
  - Worked with Alice Harrison on College catalog materials for Consultants Meeting in Chicago
- January 15, 1963 - Pittsburgh, Pennsylvania
  - University of Pittsburgh - Library School

January 16, 1963 - Butler, Pennsylvania
Speech - Tri-State School Board Conference
School Libraries Visited:
1 - Senior High School

January 17, 1963 - Pittsburgh, Pennsylvania
Pittsburgh Public School Instructional Materials Center
North Hills School System Instructional Materials Center
School Libraries Visited:
2 - Elementary Schools
1 - Senior High Schools
Returned to Champaign, Illinois

January 18, 1963 - Pittsburgh, Pennsylvania
Baldwin-White Hall Instructional Materials Center
Worked with Alice Harrison on College catalog material
School Libraries Visited: (Baldwin-Whithall District)
2 - Elementary Schools

January 29, 1963 - Chicago, Illinois
Consultant's Meeting - Pearson Hotel

March 12, 1963 - West Lafeyette, Indiana
Purdue Univiersity - Library School

March 15, 1963 - Springfield, Illinois
State Department of Public Instruction
State School Library Consultant
State Superintendent

March 18, 1963 - Champaign, Illinois
School Library Visited:
1 - Senior High School

March 21, 1963 - Highland Park, Illinois
School Library Visited:
1 - Senior High School

Winnetka, Illinois
School Library Visited:
1 - Senior High School

March 22, 1963 - Oak Park, Illinois
Elementary School Library Supervisor
School Library Visited:
1 - Senior High School

March 25, 1963 - Flossmoor, Illinois
School Library Visited:
1 - Senior High School

Joliet, Illinois
School Library Visited:
1 - Senior High School

March 29, 1963 - Peoria, Illinois
- School Library Visted:
  - 1 - Senior High School

April 8, 1963 - Petersburg, Illinois
- School Library Visited:
  - 1 - Senior High School

Wood River, Illinois
- School Library Visited:
  - 1 - Senior High School

April 9, 1963 - Oak Creek, Wisconsin
- School Libraries Visited:
  - 1 - Elementary School
  - 1 - Junior High School
  - 1 - Senior High School

April 10, 1963 - Milwaukee, Wisconsin
- School Libraries Visited
  - 1 - Junior High School
  - 2 - Senior High Schools
  - University of Wisconsin at Milwaukee Library School

Hales Corners, Wisconsin
- School Library Visited:
  - 1 - Senior High School

April 11, 1963 - Pewaukee, Wisconsin
- School Libraries Visited:
  - 1 - Elementary School
  - 1 - Junior High School
  - 1 - Senior High School

May 9, 1963 - Villa Park, Illinois
- School Library Visited:
  - 1 - Senior High School

Northlake, Illinois
- School Library Visited:
  - 1 - Senior High School

May 17, 1963 - Urbana, Illinois
- School Libraries Visited:
  - 2 - Elementary Schools

Mary 20, 1963 - Urbana, Illinois
- School Libraries Visited:
  - 3 - Elementary Schools
  - 1 - Junior High School

May 27-29, 1963 - Chicago, Illinois
- National Workshop - "Implications of the New Media for the Teaching of Library Science."

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